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Abstracts of Theses in the Field of Speech, VIII—(Cont'd.) 157

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FRANKLIN H. KNOWER

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VOLUME XX—No. 3

AUGUST, 1953

ABSTRACTS OF THESES IN THE FIELD OF SPEECH, VIII—(Cont'd)

EDITED BY CLYDE W. DOW
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I. Fundamentals of Speech

Griffith, Rita Scott, "The Relationship Between Phonetic Patterns of Individuals with Superior, Average, and Poor Articulation and Their Preferences Among Controlled Speech-Sound Stimuli," Ph.D.Thesis, Ohio State University, 1952.

An investigation was conducted to determine the relationship between phonetic patterns of individuals with superior, average, and inferior articulation and their preferences among controlled speech-sound stimuli. The four sounds selected for study in this experiment were [s], [f], [t], and [θ].

Four general hypotheses were formulated for test. They were:

1. There is no difference among the preferences of individuals with inferior, average, and superior articulation of [s] for controlled [s] speech-sound stimuli.
2. There is no difference among the preferences of individuals with inferior, average, and superior articulation of [f] for controlled [f] speech-sound stimuli.
3. There is no difference among the preferences of individuals with inferior, average, and superior articulation of [t] for controlled [t] speech-sound stimuli.
4. There is no difference among the preferences of individuals with inferior, average, and superior articulation of [θ] for controlled [θ] speech-sound stimuli.

A related hypothesis formulated for test was:

5. There is no relationship between the scores on the speech-sound preference tests of [s], [f], [t], and [θ] and intelligence as measured by the Ohio State Psychological Examination.

Tests of these hypotheses involved: (A) construction of a scale for each sound which was

studied; (B) preparation of phonetic materials for the experiment; (C) selection of experimental subjects; (D) administration of the phonetic materials, in the form of a preference test, to the experimental subjects; and (E) application of statistical techniques to evaluate the significance of difference among preferences of inferior, average, and superior articulators for controlled speech-sound stimuli.

Samples of the syllables, [is], [if], [it], or [iθ], produced by speakers who ranged in articulatory ability from inferior to superior, were recorded on a tape recorder-reproducer. The [i] in each syllable was deleted, and an [i] recorded and reproduced by one speaker was inserted. Twenty of these syllables for each sound were heard by a group of 24 judges who scaled these variations from inferior to superior. Nine syllables for each sound were retained for the preparation of phonetic materials for the experiment.

These nine syllables were then paired in random order, yielding 72 pairs for each sound. They were recorded on disc and composed the preference test employed in this experiment.

One hundred ninety-two subjects recorded samples of [s], [f], [t], and [θ] in the final, medial, and initial positions within nonsense syllables. These recordings were evaluated, and the subjects were divided into categories as inferior, average, and superior articulators of [s], [f], [t], or [θ] by a panel of four criterion judges. The experimental subject was asked to select one member of each of the 72 pairs of syllables as his preference.

The scores were arranged in columns, and the statistical method used was analysis of variance. Data obtained from preference tests of each of the four sounds were treated individually.

The mean percentage scores of the inferior, average, and superior articulators indicated that average articulators seemed to have numerically a higher percentage of agreement with both judges and other subjects than did inferior or superior articulators. Analyses of variance performed to test the difference among inferior, average and superior articulators of [s], [f], [tʃ], or [θ] on the preference tests yielded non-significant results in all methods of scoring. These results did not cause rejection of the hypothesis, "There is no difference among the preferences of inferior, average, and superior articulators for controlled speech-sound stimuli."

Scores of subjects on the speech-sound preference tests were correlated with scores of subjects on the Ohio State Psychological Examination by employing the Pearson product-moment r . The correlation was not significant, and did not lead to rejection of the hypothesis, "There is no relationship between the scores on the speech-sound preference tests and intelligence as measured by the Ohio State Psychological Examination."

Abstracted by RITA GRIFFITH

Ohanian, Edward, "An Experimental Study of the Effect of Memorizing Upon the Alpha Rhythm," Ph.D. Dissertation, University of Southern California, 1952.

The major purpose of this study was to investigate what changes, if any, occurred in the alpha rhythms of normal subjects during attempted memorization of auditorily presented language materials.

Thirty normal male adults served as subjects. They ranged in age from 18 to 42 years, with a mean of 26.3 years. The cerebral potentials were recorded with electrodes placed on contralateral homologous areas over the occipital lobes. A monopolar method of recording was utilized, and EEG records were obtained during a resting state (control), during stimulation when the subjects were listening without attempting to memorize, and when the subjects were attempting to memorize the materials which were delivered at approximately 62.5 db. The auditory stimuli consisted of two original paragraphs designed to contrast imagery and abstraction. The abstract selection contained general concepts and principles; the other passage employed material thought capable of producing various types of imagery. At the end of each memorizing period the number of words memorized and the number of images

elicited were determined for each set of materials.

The EEG records for both right and left hemispheres were evaluated by alpha wave count during conditions of rest, of listening to imagery and abstract materials, and of memorizing imagery and abstract materials. These data were treated statistically by means of t ratios which were computed to determine whether significant differences existed between the experimental conditions. Furthermore, statistically significant interhemispheric differences were ascertained during the resting state and during the periods of listening to imagery, listening to abstractions, memorizing imagery, and memorizing abstractions. The introspective reports were analyzed for trend differences between image details retained from the imagery and abstract materials. In addition, a t ratio was computed to discover any possible difference between the number of words memorized from the two kinds of passages.

Summary of Results. Differences at the .01 level of significance were obtained from the following comparisons for both hemispheres: (1) control and listening to imagery, (2) control and listening to abstractions, (3) control and memorizing imagery, (4) control and memorizing abstractions. In each of these comparisons the second condition was significantly lower in alpha wave count. Statistically significant interhemispheric differences of brain wave activity were obtained during the following conditions: (1) resting state, (2) listening to imagery, (3) listening to abstractions, (4) memorizing imagery, and (5) memorizing abstractions. For each of these conditions the left hemisphere showed the greater reactivity (lower alpha wave count). From the introspective reports it was found that the subjects retained many more image details from the imagery material than from the abstract material. Furthermore, it was ascertained that significantly more words were memorized from the imagery than from the abstract stimulus.

It was concluded that within the limits of this study the material eliciting imagery was more effective in disturbing the alpha rhythm than was the abstract material. However, both kinds of material were very effective. In addition, the study bore on the concept of cerebral dominance in finding that the dominant (left) hemisphere in all conditions was the most affected.

Abstracted by LEE EDWARD TRAVIS, University of Southern California

Shepherd, John Ralph, "An Experimental Study of the Response of Stage-Frightened Students to Certain Scoring Categories of the Group Rorschach Test," Ph.D. Dissertation, University of Southern California, 1952.

This study investigated the differences between the responses of a group of students selected as relatively stage-frightened and relatively confident to the Rorschach Ink Blot Test.

This study posed three major questions: (1) What, if any, are the differences between the responses to certain scoring categories of the Rorschach Ink Blot Test of persons relatively stage frightened, when compared with scores obtained from persons relatively free of stage fright? (2) What interpretations can be made regarding the differing personality configurations, if any, which may be revealed between the two groups? and (3) What are the implications of the answers to the above questions in terms of the treatment of stage fright?

In order to obtain the answers to the questions asked, fifty students were selected from the 167 students enrolled in Speech 100a and 100b at the University of Southern California, Spring Semester, 1951. In their selection, by means of Judges Ratings and the Speakers Confidence Report, the subjects were divided into two groups. Group A consisted of twenty-five subjects selected as being stage frightened; Group B, of twenty-five subjects, was selected as confident.

The two groups were then administered the Rorschach Test by means of the group method. A modified form of the Harrower-Erickson method of procedure was used. In all, there were eight Rorschach sessions. Fifteen subjects were the maximum and one was the minimum number for these sessions. The Rorschach records were scored according to the method of Klopfer and Kelley, and the scores in the location and determinant categories were then compared statistically to reveal the significant difference between the means (Fisher's *t* test).

The major finding of the study was that there were no statistically significant differences between the groups on any of the Rorschach scoring categories considered in the study.

On the basis of the major finding, two conclusions were drawn: (1) The Rorschach Ink Blot Test, as administered and analyzed in this study, reveals no significant differences between the scores of persons judged as experiencing relatively little stage fright, and (2) the scores of relatively confident and relatively stage-frightened people on the Group Rorschach fell,

for the most part, within the limits of the established norms for the Individual Rorschach. Exceptions were that both groups tended to overemphasize W and underemphasize D.

It was implied from these conclusions that, since stage fright (as defined in this study) is not evidence of an abnormality in the personality of the person so affected, present methods of the treatment of stage fright—that is, training, and/or experience are not contraindicated.

Abstracted by MILTON DICKENS, *University of Southern California*

St. Onge, Keith Richard, "A Quantitative Method in the Study of Phonetic Assimilation," Ph.D. Thesis, University of Wisconsin, 1952.

Phonetic assimilation is a study of how speech sounds influence one another. Phonetic assimilation is important in the study of the behavior of language and languages. Yet, despite this importance, few attempts have been made to express assimilation in quantitative terms.

In an attempt to approach assimilation from a quantitative standpoint, the unit of the syllable was used. To establish quantitative values for assimilation, it was desirable to establish a standard of reference. The standard of reference selected utilized the values obtained from the maximum rates of syllables composed of single consonants and schwa vowels. Forty-three single consonant syllables with schwa vowels were selected from sounds usually found in General American Speech. The mean maximum rates of each syllable were used, based on the performances of 89 subjects. From the mean maximum rates, the per syllable mean duration of 43 syllables was computed, as well as the differences in mean duration for each syllable from the briefest syllable.

The values obtained above were tabulated. The tabulation formed a table from which a synthetic value for any syllable or word of General American Speech could be established. The synthetic value, because of its manner of derivation, was assumed to be substantially free of assimilative influences.

The synthetic value formed the reference standard. The next step required was the establishment of durational values for syllables and words of actual, continuous speech. The same subjects were asked to read, at maximum rates, prepared material, which at maximum rates was assumed to contain assimilative elements.

From the read, prepared material, the actual mean duration at maximum rates of 29 selected words was established. The mean durations of the words from actual, continuous speech were compared to the synthetic mean durations for the same words as computed from the table discussed above. The actual mean durations at maximum rates were correlated with the synthetic mean durations as based on the syllabic data. The correlation obtained was .71, indicating substantial concomitant variation. The mean deviation between the actual mean durations and the synthetic mean durations was .037 per second. At a correlation of .71, it was computed that approximately one-half of the mean deviation was the result of factors unknown, or uncontrolled. Because of instrumental accuracy, and the care taken in observation, the remainder, or .018 per second was tentatively attributed to average assimilative influences of the selected words.

The instruments used in the study were (a) a tape recorder (b) the Sylrater, a special electro-acoustical device which indicates the frequency of occurrence of speech sounds of syllabic duration, and (c) an oscillograph. The tape recorder was used for convenience of analysis. The Sylrater was used to establish the mean maximum rates of the syllables and to control the oscillograph in the measurement of the duration of words and syllables from actual, continuous speech.

The 89 subjects were all men and women students at the University of Wisconsin. Their average age was 21.5 years.

Abstracted by FRANK KLEFFNER, *Washington University*

Stromer, Walter Francis, "An Investigation Into Some of the Relations Between Reading, Listening, and Intelligence," Ph.D. Thesis, University of Denver, 1952.

The purpose of this study was to examine some of the relationships existing between reading, listening, and intelligence, and to study the relative merits of various training procedures in the remedial reading and listening laboratories in connection with the Basic Communication program at the University of Denver. The specific objectives considered were: (1) To compare the comprehension scores on narrative-type reading material when presented as a silent-reading exercise, with scores on similar material when presented as a simultaneous reading-listening exercise. (2) To compare the effect on listening ability of ten weeks of listening training as compared with ten

weeks of silent-reading training. (3) To compare the effect of silent-reading ability of ten weeks of training in silent reading as compared with ten weeks of training in listening. (4) To compare the effect on silent-reading ability of ten weeks of reading training as designed by the investigator, as compared with ten weeks of reading training as given by other instructors in reading laboratories. (5) To compare whole and part scores on the Wechsler-Bellevue Scale with scores on the listening survey test used in this study.

To compare the effects of various means of training, ten students were given listening training, fourteen were given a combined reading-listening type of training. Reading and listening tests were administered at the beginning and at the end of the training period.

In order to compare the effect on comprehension of silent-reading with combined reading-listening presentation in which students read the material silently as it was simultaneously read aloud to them, parts 1b and 3 of various forms of the Diagnostic Reading Test were used. Questions to be answered were read silently in both presentations, and the reading aloud on tape recording was done at 247 words per minute.

The Wechsler-Bellevue scores were compared with listening scores by giving the complete Wechsler-Bellevue Intelligence Scale to the ten students with low scores and ten students with high scores on the listening test. Significance ratios were computed for the two groups for each test and subtest of the intelligence scale.

These are the findings reported by the author: (1) Combined reading-listening training, in which students were given considerable training in reading silently while listening to simultaneous recording of material at speeds up to 285 words per minute, seemed to produce significant improvements in rate of reading, but produced almost no improvement in silent-reading comprehension. This method of training brought about only slight improvement in listening, as measured by the listening test.

(2) The listening training used in this experiment did not produce significant changes in listening comprehension, reading rate, or reading comprehension.

(3) Combined reading-listening presentation of narrative-type material produced significantly greater comprehension for the group tested than did silent-reading presentation of similar material.

(4) Combined reading-listening presentation of study-type material and silent-reading presentation of similar material resulted in approximately equal comprehension scores for the groups tested.

(5) With good listeners defined as those who ranked above the 85th percentile on the listening test, and poor listeners as those who ranked below the 15th percentile, the good listeners were found to have significantly higher mean scores on the following aspects of the Wechsler-Bellevue Intelligence Scale: Full scale, total verbal, total performance, information, vocabulary, similarities, arithmetic, picture completion, and block design.

(6) There were no significant differences between the scores of good and poor listeners on the following aspects of the Wechsler-Bellevue Intelligence Scale: comprehension, digit span, picture arrangement, object assembly, and digit symbol.

Abstracted by MATTIE JO RICE, *University of Denver*

Utzinger, Vernon Alfred, "An Experimental Study of the Effects of Verbal Fluency Upon the Listener," Ph.D. Dissertation, University of Southern California, 1952.

The purpose of this study was to investigate some of the effects of fluency upon listeners. The following questions were raised: (1) What effect does fluency have on recall and on "pleasantness" reaction of the listener to the delivery? (2) What are the effects of different types of breaks in delivery on recall and on "pleasantness" reaction of the listener to the delivery?

Fluency was defined as a quality of delivery consisting of a continuous flow of words grouped in meaningful units of material, with a minimum number of breaks.

To answer the above questions, two series of presentations were made before matched groups of students. In the first series a two-minute, informative talk was prepared to be delivered at three levels of fluency (nonfluent—64 breaks, medium-fluent—32 breaks, fluent—4 breaks), and a different level was presented to each one of the three matched groups of high school juniors and three matched groups of college freshmen. There were thirty students in each group. The breaks used to construct the fluency levels consisted of (silent) hesitations, vocalized pauses, vocal halts, and vocal repetitions.

For the second series of presentations the same procedure was followed with the exception that only two types of breaks were used, hesi-

tancies and vocalized pauses, and their placement as planned to avoid crucial words significant in the recall test. In one case the fluency levels containing hesitations were presented to three matched groups of college freshmen, and in the other the fluency levels containing vocalized pauses were presented to additional three matched groups of college freshmen.

An examination to test recall and to elicit "pleasantness" reaction to the delivery was administered immediately following the presentation of the transcribed talks.

The results were analyzed and comparisons made of the recall test scores and of the reaction to the delivery, secured from groups listening to the three different levels of fluency. Comparisons were also made of the recall scores and of the reaction to delivery, secured from groups listening to the talk when the fluency levels were constructed by the insertion of different types of breaks. The differences found in these comparisons were evaluated and analyzed for significance and reliability.

Conclusions. (1) The recall by the listeners was not significantly influenced by varying the degrees of fluency in the presentation of a short informative speech. (2) The fluent presentations of the talk were significantly more pleasant to the listeners than the medium-fluent or nonfluent, but the medium-fluent deliveries were only insignificantly more pleasant than the nonfluent deliveries. (3) There was no significant difference in the effects upon recall as between the (silent) hesitations and vocalized pauses (ahs) when they were used as breaks in the speaker's presentation of a short, informative talk. (4) There was no significant difference in the number of listeners who reported the talk pleasant or unpleasant as between the presentations containing hesitations and those containing vocalized pauses.

On the whole, indications are that fluency does not appear to be a significant factor in influencing recall when a short informative speech is presented, but listeners enjoy the fluent delivery more than the nonfluent. It also appears that using different types of breaks in delivery does not significantly influence the listener.

Abstracted by MILTON DICKENS, *University of Southern California*

Bernitz, Joan Goodman, "Variations and Consistencies in the Pronunciation of Alabama English." M.A. Thesis, Cornell University, 1952.

For the present study, a passage containing key dialect words was transcribed phonetically

for 118 natives of the counties of Alabama. On the basis of the similarities or differences in the pronunciation of these key dialect words, variations in usage among the counties were reported. Maps have provided a graphic analysis of substantial variations in usage for 38 of the 150 key words. The major features, as well as some of the minor tendencies, of Alabama dialect were noted.

Abstracted by R. W. ALBRIGHT, *Cornell University*

Clevenger, Theodore, Jr., "Concepts of Limitations of Freedom of Speech in the United States in Times of National Emergency," M.A. Thesis, Baylor University, 1952.

This study determines the broader theories of limitation of free speech in wartime and traces their development in the United States. It includes a study of the literature on free speech and a review of reported cases.

The chronological study of limitations on free speech discloses that the first of these employed in the United States was the common law rule that free speech consisted of freedom from prior restraint. This led to the adoption, shortly after the establishment of the Constitution, of the "remote bad tendency" test, which held that any utterances having a tendency to interrupt public order were punishable.

During World War I, Justice Oliver Wendell Holmes first enunciated the "clear and present danger" test, which was the rule of decision until the latest speech decision, which modified the Holmsian doctrine.

The study emphasizes three principal theories of limitations of free speech in wartime. These are the "bad tendency" test, the "Clear and present danger" test, and the "unrestricted free speech" theory.

Abstracted by GLEN R. CAPP, *Baylor University*

Elam, Paul, "An Investigation to Determine the Extent to Which Speech Influences the Selection of Employees," M.A. Thesis, College of the Pacific, 1952.

A questionnaire was prepared containing forty-six questions regarding all aspects of speech. The personal managers of eighty firms, employing approximately 27,000, were interviewed. Employees were placed into four categories; sales help, receptionists, office help and stockroom help. The following conclusions may be noted: (1) It was apparent that employers are very much aware of speech deficiencies in industry. (2) Because of this awareness, many

employers refused to employ persons with certain speech defects in certain categories of their employees. (3) Different categories of employees face varying degrees of employer screening because of speech defects. (4) Considering the first three observations, it becomes possible to place speech aspects of this study on a scale of relative importance for each of the four categories of employees. (5) The jobs requiring the employee to meet the public are the ones which require the highest standard of speech and further that the standard of speech tends to lower as the job leaves the public and places the employee in a position in which he speaks his speech without influencing the public attitude of the firm. (6) Persons with defective speech will be relegated to the lowest positions rather than the highest within any individual firm. (7) It seems evident that persons with speech defects will have much more difficulty finding a favorable position in industry than will a person with no defects and that the speech of the individual rather than his ability to do a certain job would have a far greater influence on the employer. (8) Employers were hesitant to accept persons who wear visible hearing aids or those who lisp, stutter, use poor grammar, foreign accent or even regional dialects. (9) It was found that all employers noticed the speech of prospective employees to some degree and that generally speaking, a speech defect seriously influenced their decision. (10) Most employers were willing to concede that they were sympathetic to a person who is handicapped but were reluctant to hire them. (11) It was found that in the receptionist category that the highest speech standards were demanded: Next came the sales force and office help and stockroom clerk being last.

Abstracted by PAUL ELAM, *College of the Pacific*

High, Charles Sinclair, "A Study of Certain Auditory Functions and Abilities in Good and Poor Listeners," M.A. Thesis, Florida State University, 1952.

For comparative purposes, two extreme quarters were obtained from the distribution of listening test scores of 273 students in Fundamentals of Speech at Florida State University. Each group was subjected to a series of auditory ability tests, including pitch, loudness, rhythm, time, quality, speech sound discrimination, and auditory memory span. The good and poor listeners were compared on each test. No significant difference was found to exist between good and poor listeners with reference to their

individual auditory abilities, except in the case of the ability to discriminate the quality of sounds, which seems to bear an inverse relationship to listening ability. Because no significant difference was found to exist when the individual abilities of the group of poor listeners were compared with the same abilities of the good listeners, except for the ability to discriminate quality, it was assumed that an increase in an individual's ability in any of the auditory functions measured would not result in improved listening ability.

Abstracted by CHARLES S. HIGH, *Florida State University*

Kreul, Eugene James, "Correlations between Selected Measures of Maximum Repetitive Movements and Normal and Accelerated Reading Rates," M.A. Thesis, University of Wisconsin, 1952.

The purpose of this thesis was to study possible correlations between any one of seven repetitive movements performed at maximum rate and any of six reading conditions employed.

Twenty-five females and twenty male University of Wisconsin students between the ages of eighteen and twenty-eight served as subjects. Variables taken into consideration were the types and amplitudes of movements, handedness, practice effect, fatigue, and time of day.

The maximum rate wrist movement measures were tapping with the right hand, the left hand, and synchronously with both hands; and the orally produced sounds were, (p), (t), (k), and (i). The maximum rate measurements were made on the Sylrater. The connected speech conditions were three timed passages read at normal and accelerated rates.

The conclusions were three: speech movements correlate better than wrist movements with reading rates; speech movements, with the possible exception of the vowel, (i), correlate better with the accelerated reading rates than with the normal reading rates; and speech movements correlate with all accelerated reading rates.

Abstracted by CALVIN W. PETTIT, *George Washington University*

Linke, Charles Eugene, "A Study of the Influence of Certain Vowel Types on Degree of Human Voice Quality," M.A. Thesis, State University of Iowa, 1952.

The purpose of this study was to determine whether variation of the vowel content in

speech has any effect on degree of perceived harsh voice quality.

Fifteen male university students whose voices had been judged to exhibit harsh voice quality, recorded six reading passages on magnetic tape. The vowel content of each passage was controlled and belonged predominantly to one of the following vowel categories: front, back, high (or short), low (or long), tense, and lax.

Thirty-five trained observers judged the recorded speech samples on a seven-point scale for degree of severity of harsh voice quality. Resultant median scale values provided the criterion measures employed in an analysis of variance.

The following conclusions were drawn:

1. High vowels are perceived as less harsh than low vowels.
2. Lax vowels are perceived as less harsh than tense vowels.
3. Longer vowels, in general, are not perceived as less harsh than shorter vowels. This statement is not necessarily true for changes in length for any single vowel.
4. Factors other than those herein investigated appear important.

Abstracted by RALPH R. LEUTENEGER, *State University of Iowa.*

Miner, Helen R., "A Study of the Information Content of Groups of Words," M.A. Thesis, Ohio State University, 1952.

This study investigated a set of probabilities in language, partially through application of techniques of Information Theory to a sample of language.

Two hypotheses were tested:

The amount of information (H) per omitted word of an 11-, 12-, or 13-word sentence is not affected (1) when the number of words received is varied, and (2) by the order in which constituent words are received.

Segments of reference sentences were presented to subjects who were instructed to complete the sentences. From 1 to 13 randomly selected words were presented to subjects in (1) *original order*, that is, when the words were in the order in which they appeared in reference sentences, and (2) *random order*.

The words in each response that were the same as those in the reference sentences were tallied, and each sentence was judged as having the same or difference meaning from the reference sentences.

The information (H) per unit of possible words to be supplied and for *same words* was

estimated to determine the reduction of uncertainty (H) due to contextual influence.

The results showed that as the number of words presented increased, the amount of information (H) decreased. The order in which words were presented made no difference except when one word was missing. Both hypotheses were tentatively rejected. In general, the results were discouraging for reception of "missed material."

Abstracted by HELEN MINER, *Ohio State University*

Witkin, Belle Ruth, "A Study of Selected Problems of Conversation," M.A. Thesis, University of Washington, 1951.

This study attempted to discover what conversational techniques college students feel they need to study in order to improve their own conversation. Three surveys were used to determine (1) what specific problems the beginning speech student thinks he has in participating in conversation, and (2) what conversation habits and attitudes of other annoy or bore him.

The data from the first category of questions revealed 23 problems of sufficient importance to warrant further study; the most frequent items indicated feelings of inadequacy in dealing with people or topics unfamiliar to the speaker, or with situations in which the other participants had more maturity, prestige, or knowledge. There was no correlation between frequency of occurrence and severity of the problem.

Nearly all of the habits in the second category were judged to be serious faults, the most important being several manifestations of egocentricity and dogmatism, insincerity, arguing, and mumbling. Some of the items were found to be more characteristic of one sex than the other; and the respondents judged poor attitudes to be more serious than such factors as voice and subject matter.

Abstracted by BELLE RUTH WITKIN, *University of Washington*

II. Public Address

Boase, Paul Henshaw, "The Methodist Circuit Rider on the Ohio Frontier," Ph.D. Thesis, University of Wisconsin, 1952.

The planting of Methodism in Ohio and the ecclesiastical structure in which the circuit rider played the major role comprise the first

part of the study; the general education and pulpit training of the circuit riders follow; the remainder centers on specific types of platform work and the speaking of three representative itinerants. Included in the last part are accounts of the camp meeting, interdenominational debating, the controversy over slavery, and analyses of the lives and rhetoric of James B. Finley, Russel Bigelow, and Henry B. Bascom.

The central feature of Methodist organization was the circuit. These ever spreading, multiplying circles, nurtured by the itinerants, sprang up across the frontier, following the pioneer as he plunged into the wilderness. Gregarious and religious needs were fulfilled in class meetings, love feasts, quarterly conferences, protracted meetings, denominational debates, and the summer holiday revivals at camp meetings. Pious, enthusiastic young men, if they exhibited skill in public speaking, were selected as class leaders and exhorters—their first training for the pulpit. Usually possessing little or no formal education, the probationary itinerant was apprenticed to a veteran with whom he rode the circuit. During his first four years he studied the best available books in the liberal arts, including Hugh Blair's *Lectures on Rhetoric and Belles Lettres*, Jean Claude's *Essay on the Composition of a Sermon*, or Richard Whately's *Elements of Rhetoric*. As the distributor of church magazines, newspapers, religious and secular books, he had access to fertile sources of rhetorical counsel.

The itinerant's message contained new hope for those disillusioned by the arbitrary gospel of Calvin. Holding no "elect" the Methodist Arminian doctrine coincided with the democratic stereotype of the frontiersman. Salvation was free to all, and every man, under threat of divine punishment, was obliged to seek it. Sermons were packed with absolutes that few questioned. The Bible contained the authoritative words of an omnipotent, all powerful God. All men were contaminated by Adam's fall, incapable by themselves of regeneration. Through faith in Christ, God's grace was freely granted to all. Motivation for the circuit rider's message was grounded in human wants. Through developing his sermons logically, he employed a strong emotional appeal. The sermon content was warm, personal, direct; it usually contained a promised reward for the righteous, everlasting punishment for the unrepentant sinner. A product of the frontier, the circuit rider drew his analogies, allusions,

and illustrations from experience common to his audience.

The itinerant usually preached extempore, sometimes impromptu.

Bryson, Kenneth D., "An Experimental Study of the Effectiveness of the 'Denotative' Speech in Persuasion," Ph.D. Dissertation, Northwestern University, 1952.

This study attempts to determine the relative effectiveness in persuasive speaking of the "traditional" speech of advocacy and the "denotative" speech under varying conditions of (1) speaker's *ethos* and (2) subject of the speech, as measured by the Woodward Shift-of-Opinion Ballot.

As considered in this study, the "traditional" speech is one in which the speaker is primarily concerned with building the "best case" for his beliefs. In accomplishing this, he will probably select and delete evidence; maximize instances favorable to his beliefs and minimize all unfavorable instances which he cannot ignore; use the "strawman" technique to give the appearance of dealing with all aspects of the issue. The "traditional" speaker will always use *intentional* reasoning.

The "denotative" speech is built upon *constructive* reasoning, or a report of the speaker's thinking as he searched for the best solution to a given problem. Thus, the method employed in the "denotative" speech is closely akin to the procedures employed in an effective group discussion. Although the objective of the "denotative" speech is advocacy, the method employed is one of inquiry, in which the speaker examines a problem and all the apparent solutions in an effort to lay before the audience the entire product and materials of his evaluation and critical judgement.

The *ethos* of the speaker is recognized as one of the many factors which may influence the effectiveness of a speech. Only one aspect of a speaker's *ethos*—his prestige, or the audience's prior knowledge of the man—has been introduced as a variable in this study. Speakers were selected to represent high, medium, and low levels of prestige.

Likewise, the subject of the speech provides an important variable. In this study of nationwide scope, National Compulsory Health Insurance, was contrasted with one of only statewide interest, the Hutterites in Montana.

In order to compare the "traditional" and the "denotative" speeches under the conditions thus imposed, wire recordings were made of both types of speeches on both subjects. These

recordings were played before student audiences at Montana State College and before groups of Montana adults and summer school students at Northwestern University. The speeches were represented as being those of the various speakers in order to determine the effect of the speaker's *ethos*. Eight speech situations were constructed in order to study the variables in all possible relationships.

The Woodward Shift-of-Opinion ballot was used to provide a quantitative measurement of effectiveness. An open-end question was administered in an attempt to probe into the qualitative factors involved.

The findings in this study may be summarized as follows:

1. The scope of the problem considered in the speech had no apparent influence on the effectiveness of either type of speech.
2. The *ethos* of the speaker (in this case, his prestige) and the type of speech used interacted with each other to determine the results. Neither the type of speech nor the *ethos* of the speaker, when considered separately, showed any significant influence upon the shifts-of-opinion recorded by the auditors. Speakers of high and medium *ethos* were neither more nor less effective when using either type of speech. However, the speaker of low *ethos* was much more effective when he used the "denotative" speech rather than the "traditional" speech of advocacy.
3. Responses to the open-end question indicated that the listeners believed that they liked certain aspects of the "denotative" speech, although they did not always identify these characteristics with the "denotative" speech when they heard it.

Recalling the statement of the object of this study, one may phrase the findings basically as follows:

The "denotative" speech is relatively more effective in persuasion than the "traditional" speech only when the speaker is of "low" *ethos*. The variables—*ethos* of the speaker, type of speech, and subject of the speech—are not significant in themselves. Only the interaction between the *ethos* of the speaker and the type of speech, as indicated above, produces any significant results.

Abstracted by KENNETH D. BRYSON

O'Connor, Lillian, "Rhetorical Proof in the Speeches of Women of the Reform Platform: 1828-1861," Ph.D. Thesis, Columbia University, 1952.

This study posed the following questions: Are there any extant texts of the speeches by

women who were the pioneers for their sex in the field of public address? Are there a sufficient number of such texts on which to base a study of the characteristic uses of the three types of rhetorical proof, namely, the ethical, the pathetic, and the logical? If so, do the characteristic uses of such proof appear to be exemplifications of good rhetorical principles? Is there sufficient evidence to warrant the statement that all of the speakers, or that any of them, attempted to exemplify the rhetorical principles which were most popular during the period between the years 1828-1861?

A search was made of contemporary publications and periodicals, and more than one hundred and twenty-five texts of speeches delivered by twenty-seven different women were collected and analyzed. While the greater part of all texts was found in the reform publications, several were in the handwriting of the speaker herself, and others had been privately printed.

A short account of woman's struggle for recognition as a public speaker is followed by individual biographical sketches and a presentation of the rhetorical criteria. The results of the study show that the pioneer women speakers made acceptable and, in some cases, excellent use of all three types of rhetorical proof.

With regard to ethical proof, the majority of the speakers were concerned with only one aspect, namely, their own good moral character. Claiming that they had come to the public platform with only the highest motive, that of doing God's work in behalf of the slave, the speakers re-enforced this defense by showing knowledge of the most respected book of the day, the Bible. Many references are made to Biblical personages, stories, and particular passages. After 1848, emphasis in ethical proof was shifted to another aspect, that of intelligence. At the first convention in Seneca Falls for woman's rights, there was expressed only the hope that intellectual abilities of women would be given an opportunity and a fair trial; later, demands were made for educational opportunities in the professions, especially of law and medicine.

The third aspect of ethical proof, "good will toward the hearers," is not so amply illustrated in the texts of pioneer women speakers. The majority omitted this kind of proof. On the other hand, those whose texts do contain evidence of good will and generous feelings show great skill in the presentation of such proof.

The pathetic appeal to the emotions characteristically lacks highly-charged passages which might be classified as "purple patches." Lucy Stone was the most skillful in adapting pathetic proof to the varying moods and humors of an audience. No other speaker has left such unmistakeable evidence of ability to address a hostile audience and to influence it successfully to a more friendly attitude. There is some evidence in the texts of Mrs. Elizabeth Cady Stanton that audiences not especially unfriendly can be moved to hostility by ineffective use of rhetorical proof.

Handicapped as they were by lack of formal training in any field—and most particularly in the field of the theory and practice of public speaking—the women, nevertheless, cast their arguments and refutation in the acceptable modes of logical proof. There are innumerable instances of inductive reasoning beginning with a well-chosen example and leading to a generalization. There are excellent illustrations of deductive reasoning based, for the most part upon a generally accepted belief of the day, such as, "All men are created equal," "Slavery is a sin," etc. There are chains of reasoning from cause to effect, and from effect to cause, which are close, cogent, clear, and accurate. There are analogies in which vivid and picturesque similarities are drawn, and there are contrasts of unusual or dramatic nature. Quotations from authorities acceptable to a large percentage of the public are included, as well as testimony from lesser percentages whose personal experience is applicable to the point at issue.

The logical argument is almost wholly grounded upon assumptions of a moral or humanitarian value. In only a few of the texts is the fundamental assumption one of expediency; in no text is expediency the sole premise. The characteristic lines of argument fall into the *loci* or common topics, of Aristotle; however, there is great probability that the speakers were exemplifying, not Aristotelian, but rather the rhetorical standards of the mid-nineteenth century writers.

Abstracted by L. LILLIAN O'CONNOR, Woodleigh High School, New York City

Paulson, Stanley Fay, "An Experimental Study of Spoken Communication: The Effects of the Prestige of the Speaker and Acknowledgment of Opposing Arguments on Audience Retention and Shift of Opinion," Ph.D. Thesis, University of Minnesota, 1952.

Purpose of the Study: 1. To determine whether or not a college audience would register a greater shift of opinion and higher retention when arguments on both sides of a controversial issue are stated by the speaker than when only arguments on the side he advocates, are given.

2. To determine whether or not a college audience registers a greater shift of opinion and higher retention when listening to a speaker with high prestige than when listening to a speaker with low prestige.

3. To determine whether the shifts in opinion and accuracy of retention in the above situations are related to the sex, initial attitudes, intelligence, or amount of education of the members of the audience.

Procedure of the Study: Student opinions were found, by sampling, to be sharply divided as to whether the voting age should be lowered to eighteen. An argument in favor of lowering the voting age was developed with alternative presentations for matched groups. Subjects were 579 men and 399 women in Speech and Communication classes at the University of Minnesota. The testing was carried out as follows: Students filled out a Woodward type Shift-of-Opinion ballot indicating whether they were in favor, undecided, or against lowering the voting age to 18. Then approximately one-half of the subjects heard a recorded speech advocating lowering the voting age to 18 by a speaker who was introduced as a sophomore at the University of Minnesota. The other one-half heard the same speech except that in this case the speaker was introduced as a Professor of Political Science at the University of Chicago, an author in this field, and a former president of the American Political Science Association.

One half of those who heard the "student" and one-half of those who heard the "professor" heard a *one side* speech—only arguments and evidence favoring lowering the voting age. The other half of each group heard a *both sides* speech—including arguments against lowering the voting age as well as the same arguments and evidence favoring lowering the voting age that had been included in the one side speech.

After hearing the speech, each group filled out another opinion ballot indicating whether or not their opinions had changed. Each subject then took a fifty-item multiple choice retention test.

Results of the Study: 1. The *both sides* speech did not secure a greater shift of opinion than did the *one side* speech.

2. The retention scores of men who heard the *both sides* speech were significantly higher than those of the men who heard the *one sides* speech; differences were not significant for women.

3. Men who heard the "professor" shifted significantly more than did the men who heard the "student"; differences for women were not significant.

4. Retention scores for men and women who heard the "student" and those who heard the "professor" were not significantly different.

5. Women shifted significantly more than men; men retained significantly more than women.

6. Those initially undecided on this controversial issue shifted most in opinion; those initially favorable next most, and those initially unfavorable shifted least, differences between groups being significant.

7. Those initially favorable to the speaker's thesis had significantly higher retention scores than those initially unfavorable.

8. Those who shifted in opinion had significantly higher mean scores in retention than those who did not shift.

Abstracted by HOWARD GILKINSON, *University of Minnesota*

Peterson, Owen M., "A Description and Analysis of the Speaking in the Democratic National Convention of 1860," Ph.D. Thesis, State University of Iowa, 1952.

This is study of one of America's most crucial political conventions—its issues, speakers, speeches, audience, social setting, arguments, and appeals. The author's aim is to "draw together and describe those elements in this occasion which constitute the *speaking situation* and to try to picture their interaction and interrelationships."

The study departs somewhat from the more typical kind of rhetorical analysis. Instead of investigating the specific speech texts, organization, or style of the individual speakers, attention is focused on the speaker's relation to the convention. Seven speakers are singled out for detailed attention: William Lowndes Yancey, Ethelbert Barksdale, William Waightstill Avery, Benjamin Samuels, Henry B. Payne, George Ellis Pugh, and Benjamin F. Butler. The speaker's background and training, his delivery, and his effectiveness and reputation as a speaker are considered in an attempt to explain why he spoke as he did, how he spoke before the convention, and to suggest the probable impression which he, as a speaker,

made on his audience. The study also includes an analysis of the audience and the setting; a summary of the convention proceedings; an analysis of the issues and principal arguments; an investigation of the emotional-ethical appeals of the speakers; and an evaluation of the importance of these various factors in influencing the course of the convention. The speakers are pictured as representatives of two factions and the convention speaking is treated as a debate.

Stenographic accounts of the convention proceedings in the *Charleston Mercury* and the *Baltimore Exchange* were relied upon for speech texts. The Charleston Democratic Convention collection at Duke University and newspaper accounts from all parts of the country were also heavily utilized.

Although both the North and South were represented by able speakers in the convention debates, they contributed little toward party harmony. Yancey was probably most influential of the Southerners in preventing unity. However, the pro-Douglas speakers were no less responsible for the eventual party split.

The principal issue in the convention was the proposed popular sovereignty platform plank. Blind and uncompromising sectionalism on the part of the speakers and almost complete disregard for the national welfare characterized the platform debate. Further obscuring the issue were the reckless emotional appeals of the delegates. Threats of disunion, dire predictions of the dangers of Black Republicanism, and bitter tirades, personal insults, and challenges of honor served to unify the sections in their opposition to each other.

Appended to the study are the proceedings of the two sessions of the convention.

Abstracted by HEROLD T. ROSS, *DePauw University*

Pitts, Willia Norman, "A Critical Study of Booker T. Washington as a Speech-Maker with an Analysis of Seven Selected Speeches," Ph.D. Thesis, University of Michigan, 1952.

This is a study of the speech-making of Booker T. Washington, outstanding American Negro educator. Its purpose is to gain an understanding of the speaker's public address by (1) giving some attention to the political, economic and social forces which left their impact upon the era and upon the man, by making an analysis of the speaker's philosophy, and by making an analysis of a number of his speeches.

For this purpose, the study is divided into three parts. Part I deals with an examination of the facts, both biographical and historical, which apparently left their imprint upon the man and upon his speech-making. Part II first develops the philosophy of the speaker along political, economic and social lines, and then traces the speaker's philosophy through a number of his speeches. Using the traditional concepts of Invention, Arrangement, Style, and Delivery, Part II applies the rule of rhetorical judgment to seven public addresses of the speaker.

The results indicate that:

1. From boyhood and school experiences, Booker T. Washington developed his attitude toward a policy and plan of education for his race.
2. Because of his ability to harmonize his aspiration and plan with the dominant aspirations and plans of his era, Washington gained prominence as an educator and a speechmaker.
3. His speeches reveal a chief concern with the issues of cooperation and good will between white and colored races in the South, of education of the colored people of the nation, and of the mutual responsibility of all groups for the nations welfare.
4. His philosophy points to an advocacy of conciliatory rather than aggressive tactics in race relations, to his position as a strong exponent of industrial education for his race, to his emphasis of land, home, and business ownership and his de-emphasis of political ambitions among his own people.
5. Numbering in the thousands, his speeches show evidence of having been delivered before varied racial groups in all sections of the country and before audiences of many types, including students, teachers, farmers, business and professional groups, and church organizations.
6. Persuasion and instruction appear to be the chief ends of his speeches which are mainly logical in nature. His speech arrangement is characterized by the use of the inductive method. Strongly implemented with statistics, analogy, example, and story, the speeches can be said to generally discuss questions of policy through the use of the problem solving techniques.
7. Evidence of good emotional argument in Washington's speeches is seen in his appeals to the sense of moral obligation, to own property, to build good reputations, and also in his plea for conciliation.

8. Washington's speech composition contains a large number of loose, complex, and simple sentences which are often marked by uncoordinated phrases and by digression.

9. Of medium height and possessing a direct straight-forward manner, the speaker apparently combined tact and humor with modest conversational speech.

10. A general conclusion is that speechmaking played a prominent role in the popularity of Washington as an outstanding figure in an era of American history.

Abstracted by WILLIS NORMAN PITTS, Jr.

Smith, E. Debs, "A Relating of Several Formulations from General Semantics to Certain Teachings and Communication Methods of Jesus as Reported in the Synoptic Gospels of Matthew, Mark, and Luke," Ph.D. Thesis, University of Denver, 1952.

This study was concerned with relating two fields of study, the formulations of general semantics, and the teachings and communication methods of Jesus. The general semantics' formulations were taken from the writings of Alfred Korzybski supplemented by studies by Elwood Murray, Irving Lee and Wendell Johnson. The primary source used for the analysis of the teachings and communication methods of Jesus was the synoptic Gospels: Matthew, Mark, and Luke as recorded in the Revised Standard Version of the Bible (1946). As secondary source, Dr. Smith used the writings of such theological authorities as Martin Dibelius, Horace Marriot, Elmer K. W. Mould, G. F. Moore, C. G. Montefiore, and the works of the trio, H. D. K. Major, T. W. Manson, and C. J. Wright. The author further substantiated his correlation of the two fields by quotations from literary critics, psychologists and educators in the field of religion: H. H. Wendt, L. A. Weigle, C. F. Kent, and H. H. Horne.

Particularly in correlating the formulations of time-binding and dynamic structure (patterning of process), Dr. Smith used effectively writings in the Old Testament of the Bible, the Torah, and other materials of laws and customs of Judaism.

The initial correlation in this study was that of the time-binding principle of general semantics with Jesus' teachings of the "fulfillment of the law" and "the establishment of the Kingdom of God." Other formulations such as identification, dating and indexing principles, word-fact relationships, silent-level inferences and assumptions, and consciousness

of abstracting were related to Jesus' teachings concerning worship, ceremonial law, wealth, the Golden Rule, and the value of man.

The general conclusions are summarized as follows:

(1) Jesus showed marked originality in practicing first-order abstracting and in concentrating upon second-order materials in his communication instead of upon the higher-orders.

(2) In areas where formulations of general semantics were related to some of the teachings of Jesus, it was seen that there was an unusual similarity. His extensional orientation is indicated by his emphasis upon the underlying meanings instead of upon symbols and forms. This natural order of evaluation is indicated also in his attitude toward prayer with its implications for silence.

(3) Jesus showed himself to have been familiar with and to have made use of ideas which are similar to many of these formulations and extensional methods. Some of these formulations are: awareness of the process-nature of things, which implies non-identification and non-allness; awareness of word-fact relationships; awareness of behavior at the silent-levels; conditionality.

(4) There appears to be no evidence in the synoptic-material that Jesus was aware of the principles of multiordinality or over-under definition.

(5) The synoptic material indicates that while Jesus sometimes employed a two-valued orientation, he more often employed a multi-valued orientation.

(6) The synoptic material presents Jesus as an unusually adjustable but stable person in his contacts with individuals, in choice of subject matter and in his methods of communication in his teaching. He appears to have manifested a high degree of conditionality and seems to have required conditionality from his disciples.

(7) Therefore, it would appear that any belief that the principles of general semantics and the Christian faith are incompatible was not learned from the person generally held as the founder of Christianity.

Abstracted by JO HANNAH, *University of Denver*

Vardaman, George T., "An Analysis of Some Factors Relating to the Dialectic of Plato, Aristotle, and Cicero," Ph.D. Thesis Northwestern University, 1952.

It was the specific purpose of this study to analyze and interpret the nature and functions

of the dialectical systems of Plato, Aristotle, and Cicero, with the express purpose of answering the following questions: (1) What was the relationship of dialectic to logic and rhetoric? (2) What were the purposes of dialectic? (3) What was the relationship of dialectic to probability (4) What were the forms of discourse and types of participants and audiences in dialectic? (5) What were the types of questions and topics propounded in dialectic?

I. *The Relationship of dialectic to logic and rhetoric:* With respect to logic, it was found that Platonic dialectic and logic are almost synonymous, although dialectic has a metaphysical function to Plato. Aristotle takes dialectic out of its metaphysical status and places it in the realm of general opinion, making it a truly logical method. Cicero follows the breakdown of "logic" into rhetoric and dialectic, with the truly logical processes falling in the province of dialectic.

When viewing the relationships of dialectic to rhetoric, it was found that Plato actually does not differentiate the two. Aristotle, on the other hand, distinguishes rhetoric and dialectic; both are given places as counterparts in the realm of general opinion. Cicero conceives a breakdown of "logic" into rhetoric and dialectic. Dialectic is considered as the equivalent of traditional logic and the guardian of "truth."

II. *The Purposes of Dialectic:* Plato's dialectic is fundamentally one of search for absolute truth in all areas of knowledge; dialectic is the sole method of arriving at immutable and genuine cognition. Aristotle, on the other hand, conceives of dialectic as operating almost completely in the realm of general opinion and with problems admitting of *pro* and *con*. Cicero tends to follow Aristotle in placing dialectic in the realm of probability.

III. *The Relationship of Dialectic to Probability:* Platonic dialectic shuns the world of probability or opinion; to Plato dialectic is concerned only with the immutable Ideas. Aristotelian dialectic, however, was concerned only with the realm of probability; while dialectic could investigate areas of certainty, Aristotle never visualizes it as achieving any more than probable results. Cicero also holds to the theory that dialectic can attain no more than probable cognition, although the Ciceronian system has a hierarchy of probability in which dialectic functions.

IV. *The Forms of Discourse and Types of Participants and Audiences in Dialectic:* When considering the forms of dialectical discourse in the various systems, the following is found:

Platonic dialectic is nominally a method of question-and-answer, but it is obvious that Plato uses these so-called interrogative techniques in what amounts to continuous discourse with a basic purpose of advocacy. Aristotle's dialectic is solely a method of question-and-answer, and the Stagirite's writings on interrogative procedures constitute the best analysis of this facet of dialectic in all of antiquity. Ciceronian dialectic is a blending of question-and-answer with continuous discourse; it is fundamentally a method of advocacy, rather than a process of inquiry.

With respect to the types of dialectical participants and audiences, Plato, Aristotle, and Cicero agree in their views. To all three, dialectic is a highly-involved method of discourse; and as a consequence it requires a person of better-than-average intellectual powers as a participant and/or listener. It might be mentioned that this is the one "variable" on which Plato, Aristotle, and Cicero all agree.

V. *The Types of Questions and Topics in Dialectic:* Although Plato has no systematic analysis of types of dialectical subject-matter, it can be seen that any conceivable type of subject could be dialectically discussed. One thing always holds true in Platonic dialectic: problems are of an abstract and general nature; problems of the "practical" world are the object of scorn on the part of Plato. Contrary to Plato, Aristotle sets forth a thorough and elaborate analysis of types of dialectical problems and topics; the Aristotelian topics may be either general or specific, for dialectic to Aristotle operates at any level. Cicero follows the Platonic pattern and holds that dialectic should be concerned only with the abstract and general type of *topos*.

Abstracted by: GEORGE T. VARDAMAN, University of Denver

Henson, Rosella, "Ralph Bunche As a Mediator in the Palestine Area," M.A. Thesis, University of Michigan, 1952.

This thesis is mainly a study of the principles of group leadership followed in the Arab-Jewish conflict. The objective has been to identify group techniques practiced by Dr. Bunche in the negotiations between Arab and Jewish representatives.

It was noted that his success in leadership rested upon untiring labor, vision, persistence, and patience. In the main, Bunche was a permissive-democratic leader who deliberately tried to create group cohesiveness among the Arabs and Israelis delegations. This Dr. Bunche did

by placing the responsibility within the group, by praising the conferees for what they had done, and by making them feel that the outcomes of their conferences were tremendously important to the world as a whole.

Abstracted by ROSELLA HENSON

Kuhr, Manuel Irwin, "The Invention of Eugene V. Debs in Three Speeches Delivered in 1918," M.A. Thesis, Temple University, 1952.

The purpose of this study is to evaluate the persuasive techniques employed by Debs in advocating socialism and free speech, and in opposing war during World War I.

Logic was the weakest part of Debs' appeal. Evidence seems to have been used more to exemplify and to motivate than to prove. Debs does not seem to have been aware of his use of deductive forms, which are frequently invalid. Motivating appeals, directed primarily to security, freedom and helpfulness, and humor, form a substantial part of the addresses. The ethical was the most effective of Debs' appeals, however. He was known for his altruism and sincerity and added to his persuasiveness by presenting a pleasing platform personality, establishing common-ground, and using suggestion.

Due to the extreme polarity of wartime opinion, Debs made only a slight impression on the opposition. In his historical role he seems to have been more effective as a critic of the established social order than as an advocate of a socialist revolution.

Abstracted by MANUEL IRWIN KUHR, *University of Missouri*

Laine, Joseph Brannon, "Public Joint Debates Under the Richards Primary Law," M.A. Thesis, University of South Dakota, 1952.

The purpose of this study was to gather materials on a series of political joint debates held under the so-called Richards Primary Law in the 1920 election year in South Dakota, and to present these materials in such a way as to give a clear picture of these debates their operation and effects.

Materials were drawn largely from newspaper reports prior to, during and after the debates and from letters and personal interviews with debate participants and auditors.

The total number of debates, some thirty in all, was easily broken down into various groups because some were held before the primary election and some after; some between gubernatorial

candidates and some between presidential candidates.

The debates were successful in that they brought candidates and issues more pointedly to the attention of the public. The debates were well attended and enthusiastically received. The use of the "paramount issue," as outlined in the law, seemed to be a failure in that the issues chosen by the candidates were largely vague and ambiguous.

Abstracted by SHIRLEY LAINE, *University of South Dakota*

Oliver, Marijo Wayde, "An Analysis of Woodrow Wilson's Use of Invention in His Speeches On Education," B.A. Thesis, University of Colorado, 1952.

The purpose of this study was to investigate Woodrow Wilson's use of invention in selected speeches on educational topics. The procedure of investigation was to analyze Wilson's speech subjects in relation to the orator's background and the speech occasions and to evaluate his persuasive techniques in employing logical, emotional, and ethical proofs. Style was analyzed briefly as it contributed to his invention.

The findings were that Wilson's two most prominent themes—devotion to learning and public service—were the result of his religious training, his contacts with scholarly men, and his assiduous study. As his primary purpose was to inform, his plan of development was largely expository in nature. The outstanding characteristic of his use of evidence was his reliance upon illustrative materials. His arguments were based upon valid syllogisms, the premises of which he developed mainly by argument from causal relationship. Emotional appeals which combined idealism with practicability were interwoven with his logical proof. The speeches contain a modest amount of ethical proof, but the audience's previous knowledge of the orator contributed greatly to his appeal.

Abstracted by THORREL B. FEST, *University of Colorado*.

Pierce, M. Scheffel, "An Analysis of the Argumentation of the United States Senate Debate on the North Atlantic Pact," M.S. Thesis, University of Wisconsin, 1952.

This study continues the research of Beem, Callaghan, Chester, Dean, Micken, and others, into the nature of Senate debate. Importance of the Pact results from its legislative signifi-

cance, its Vandenberg Resolution inception separating "advice" from "consent" in Senate treaty powers, and its bipartisan support.

The thesis surveys the historic role of the Senate in foreign policy, then intensively studies the argumentation during the Senate debate on Pact ratification, July 5-July 21, 1949.

The proposition developed to, "Resolved, That the Senate should ratify the North Atlantic Pact without reservation or amendment." Basic issues concerned objectives of the Pact, Pact phraseology, and the plan for achieving the objectives.

Major weaknesses of the debate were those associated with inadequate preparation, such as insufficient quantity and quality of evidence, and poor ordering of argument. The strength of the debate was in its success in serving as a public forum on a vital issue, and the consistently positive concern of the Senators for the welfare of their country.

Abstracted by WINSTON L. BREMBECK, *University of Wisconsin* and M. SCHEFFEL PIERCE, *Baldwin-Wallace College*.

Ranck, Gloria Virginia, "A Study of Selected Speeches by Mrs. Franklin D. Roosevelt on Human Rights," M.A. Thesis, University of Washington, 1952.

This study rhetorically analyzes six speeches on human rights delivered by Mrs. Roosevelt in the United States and Canada since 1948. Because she usually speaks extemporaneously, the choice of speeches was restricted to those recorded verbatim. Other materials used were books, articles, and other speeches by and about Mrs. Roosevelt, her newspaper column, and personal letters to the writer from her and her listeners.

The author analyzed (1) the factors in Mrs. Roosevelt's background relative to her speaking; (2) her basic concepts on human rights; (3) the occasions of the speeches; and (4) the ideas, their arrangement, language, and delivery of each speech.

The investigation revealed little adaptation of her message to specific audiences. Developed mainly by personal experiences of color and drama, her expository speeches moved vigorously from ethically-appealing introductions to strong hortatory conclusions. Although her voice was unpleasantly high pitched, her utter simplicity, warmth, and graciousness seemed to claim the full attention of her audiences. The power of her speeches seemed to lie in the clarity and forcefulness of her ideas on human rights and

in the effectiveness of her earnest desire to convey them to her listeners.

Abstracted by GLORIA VIRGINIA RANCK, *University of Washington*

Swisher, Grace Lillian, "Speech Characteristics of Alexander Campbell as Shown in the Remarks of His Contemporaries and His Successors," M.A. Thesis, Indiana State Teachers College, 1952.

The study was made to determine what had been said about Alexander Campbell as a speaker. The study considered his character and ability, his style of language, and his style of delivery.

It was found that Mr. Campbell was a man of strong character and outstanding ability. He could attract multitudes and interest them for long periods of time. He was sincere, fair, courteous, modest, and genial. He hated exaggeration and was never known to resort to frivolity in his preaching.

Regarding his style of language, it can be said he used variety, euphony, comparison and climax, and figures of speech. His brevity and economy might be questioned, for his sermons were very long. His discourses were vivid, specific, and simple; most of his words were simple and well chosen.

His delivery was original and he had conversational contact with his audience. His enunciation and pronunciation were good. His voice was clear, and his emphasis made his discourses forceful, although he used little platform action. Many people considered him eloquent.

Abstracted by CHARLES M. WATSON, *Indiana State Teachers College*

Ulmer, Marvin W., "The Persuasive Speaking Techniques of Alben W. Barkley," M.A. Thesis, Ohio University, 1952.

This study examines two speeches of Alben W. Barkley—the speech delivered in the United States Senate on February 23, 1944, and the keynote address before the Democratic National Convention in 1948. Mr. Barkley's general public speaking practices were investigated. The study is based on the texts of the two speeches, the newspapers and periodicals current at the time the speeches were given, and interviews with Alben W. Barkley, David M. Barkley, and L. J. Hortin.

The study reveals that logical, ethical, and pathetic proof is used in both speeches. Pathetic proof is meager in comparison with the other two means of proof. Ethical proof is the chief

means of persuasion in the keynote address. Humor, careful attention to vocabulary, colorful expressions, and vivid illustrations are found in both addresses.

The investigator concludes that Mr. Barkley adhered closely to the classical pattern in his persuasive techniques.

Abstracted by L. C. STAATS, *Ohio University*

Ware, Alfred Fay, "A Study of the Rhetoric of Waitman T. Willey in the West Virginia Statehood Movement," M.A. Thesis, West Virginia University, 1952.

Using original source material supplied by diaries, letters, notes, and official governmental documents and records, this study follows the general pattern of Aristotelian criticism. Three complete speeches, all dealing with the West Virginia Statehood movement, were found among the Willey papers and were used as the basis for the study. Conclusions reached were:

(1) Willey was regarded by his contemporaries as one of the best public speakers of the day. (2) His speeches abound with strong pathetic appeals. (3) He was apparently a man of tremendous *ethos*. (4) His logical proofs clearly indicate an able mastery of evidence and reasoning, skillfully adapted to audience types. (5) Although he relied heavily upon his pathetic and ethical appeals, he seemingly never substituted these factors for sound logical reasoning. (6) Arrangement, style, and delivery were integral parts of and determined by his inventional pattern, his audience, and the occasion. (7) There is enough original source material available in the West Virginia University Library for a complete rhetorical study of Willey.

Abstracted by JAMES H. HENNING, *West Virginia University*

Wischmeier, Richard Ralph, "An Experimental Study of the Differential Effects of the Group-centered and Leader-centered Leader Roles on Discussion Groups as Shown by Group Members Feelings and Attitudes," M.A. Thesis, University of Oklahoma, 1952.

Two leadership roles were studied in this research: the non-directive "group-centered" approach and the more directive "leader-centered" approach. The "group-centered" leader was more concerned with the group process and bringing out the maximum resources of the total group membership. The "leader-centered" leader was concerned primarily with productivity.

Eight groups of University students participated in the experiments. These groups met for two sessions during which they discussed a human relations problem under the two leadership conditions.

A comparison of the data obtained from the two sessions of each group revealed that with "group-centered" leadership, groups were more involved, had a friendlier atmosphere, were more cooperative, and found it easier to make contributions. However, the subjects felt that the "leader-centered" leader did the "better" job. This would suggest that the "group-centered" leader is not likely to receive much appreciation or recognition for his leadership services although he is likely to be more "successful" in leading his group.

Abstracted by RICHARD WISCHMEIER, *University of Oklahoma*

III. Interpretative Reading

Kuykendall, Radford Benson, "The Reading and Speaking of Vachel Lindsay," Ph.D. Dissertation, Northwestern University, 1952.

Although Vachel Lindsay was well known in his day as a lecturer and reader, little systematic investigation has been made of that phase of the poet's career. It is the purpose of this study to describe and analyze the reading and speaking of Lindsay in order to discover the source of his power as a lecturer in twentieth century America. Such an analysis necessitates consideration of the following factors: the life of the man in relation to the age in which he lived, the man's philosophy and particular theories concerning reading and speaking, the man's audiences, and the man's preparation and delivery of lecture-recitals, orations, and speeches.

The life span of Vachel Lindsay (1879-1931) covered an eventful period in American history. Living as he did in Springfield, Illinois, the poet became aware early in his life of the cross-currents of social forces shaping the nation. For Springfield of that day was often the fusion point of the East and the West, the North and the South, and of industry and agriculture.

During Lindsay's formative years, a deep and sincere altruism became increasingly more evident in the young man. A clear manifestation of this spirit came with a courageous, though idealistic, experiment in 1912. Lindsay made a tramping tour from Illinois to the Pacific Coast, preaching his "Gospel of Beauty." The experience not only provided him with

a rich source of material for later writing, but it was the means of bringing him to the attention of Harriet Monroe, the editor of *Poetry: a Magazine of Verse*. From representation in one of the early issues of this magazine, Lindsay soon rose to national prominence as a poet, and subsequently as a lecturer.

An examination of the reading and speaking of Vachel Lindsay discloses that the unifying theme of all his utterances was the "gospel of beauty." As he sought to clarify the various aspects of this concept, he frequently employed different media of expression: poetry, broadsides and tractates, fiction, essays, and newspaper columns, as well as lectures and public speeches. In seeking to interest others in the "gospel of beauty," Lindsay left no doubt that his lecture-recitals were to be persuasive in nature. Not only did he express himself upon this point and upon the organization of his programmes and the presentation of material, but he also gave considerable thought to planning his lecture tours and preparing his audiences in advance.

As we examine the lecture-recitals and speeches, we find that the poet, consciously or unconsciously, made what is judged to be effective use of the rhetorical principles of invention. He appeared conscious of the problem of ethical persuasion, and he made what was probably effective use of emotional and logical persuasion. In arrangement, he was skillful in the use of climaxes and contrasts and in varying the emotional appeals in introductions and perorations. In style, it has been discovered that he used simple diction and simple sentence structure, although throughout his career he employed balance and repetition. Lindsay was particularly skillful in his use of description and the short narrative, wherein he employed visual and auditory imagery.

It is apparent that Lindsay utilized his flexible voice and agile bodily movements to "energize his message." In his prime, he commanded the entire platform, and in reciting certain poems, he often seemed to be in a trance-like state. Vocally he often assumed the qualities of different characters in the poems. He was equally capable of achieving the loud, bombastic, and raucous, as well as the delicate, fragile, and lyrical. Although some poems were chanted in an original adaptation of the chants used in church liturgy, even these did not lack variety because Lindsay was skillful in varying rhythms, pauses, and the duration of sounds. Furthermore, the lecture-recitals frequently included audience-participation poems or "poem games," which were apparently de-

signed to provide an opportunity for the audience to share in the aesthetic and creative experience. The use of these games is evidence, further substantiated by personal letters, that Lindsay was always sensitive to the rapport and inter-reaction between the speaker and the audience. Thus it is that a study of the reading and speaking of Vachel Lindsay reveals him to be an important cultural force in twentieth century America.

Abstracted by RADFORD KUYKENDALL, *Michigan State College*

Beaver, Doris Darlene, "The Oral Interpretation of Coleridge's *Christabel*," M.A. Thesis, University of Oklahoma, 1952.

Although Samuel Taylor Coleridge's romantic fragment, "Christabel," has excited much discussion among the critics and readers of English literature, little attention seems to have been given to its potentialities as a work to be communicated orally. This study has been designed to explore more fully its oral values and to discover the particular problems which it presents to the oral interpreter.

Having examined the biographies of Coleridge, the genesis and writing of "Christabel," pertinent reviews and critiques, and various approaches to the author's purpose inherent in the poem, the writer has then applied the aesthetic discipline to its analysis.

The significant problems revealed through this study and analysis were then considered individually as they relate specifically to the oral interpreter.

Finally, ways are suggested through which the oral interpreter may apply his techniques in such a way as to best insure an artistic oral presentation of the work.

Abstracted by DORIS DARLENE BEAVER, *University of Oklahoma*

IV. Radio and Television

Wilson, Maryland W., "Broadcasting by the Newspaper-Owned Stations in Detroit, 1920-1927," Ph.D. Thesis, University of Michigan, 1952.

Radio Station WWJ, owned and operated by *The Detroit News*, claims distinction as the first station in America to broadcast regularly scheduled programs. It was the first newspaper-owned station as well; and, as such, it is worthy of study. Radio Station WCX, owned and operated by *The Detroit Free Press*, was the second

and only other newspaper-owned station in Detroit. The circumstances under which it operated were far different from those surrounding WWJ; and the contributions of this second station were distinctly its own. For these reasons, and for the sake of comparison, this station also is worthy of study.

Little in the way of previous research has been done in this field. Material contained herein has been compiled from the newspapers of the period and supplemented by interviews with the remaining pioneers of the two stations. Primary sources have been quoted extensively in an attempt to give an accurate picture of the broadcasting situation in Detroit between 1920 and 1927 and an added insight into the background of that era.

The writer has attempted to remain objective in presenting this study, the main purpose of which has been to learn the form and content of the broadcasts themselves. Technical information has been included only incidentally. Chapters have been arranged chronologically by year and by station, with the final chapter summarizing the activities of each.

WWJ early realized its responsibility as a public service medium. In 1922 it created what has often been called the first orchestra in the world organized for the purpose of radio broadcasting. In the same year it introduced its *Town Crier*, its daily household programs, its talks on music appreciation, its physical exercise programs, and others whose style has not changed appreciably through the years.

WCX developed the star system, the informal program, and the "give-away" programs. It pioneered in the early adaptation of drama for the air as well as the broadcasting of actual stage productions. It pointed the way which many stations were to follow in their presentation of the comics, and it demonstrated effectively the influence of radio as a social force and as an instrument of mass persuasion.

The reader is left to judge for himself whether radio has progressed to any marked degree since 1927. He has seen (1) the coverage of entertainment, sports, and national events become a regular feature of broadcasting; (2) the lure of the "ether" come to rival that formerly held by the stage alone; (3) program ideas which today are considered new, experimented with in the "good old days"; (4) the effects of commercialism on one station which struggled to hold high its standards, on another which wore itself almost to exhaustion in attempting to meet the popular demands; and both stations swayed by their surging tide; and (5) the end

of the pre-commercial era and the beginning of commercialism.

Abstracted by MARYLAND W. WILSON

Bailey, Louis Garland, "An Evaluation of Educational Television in the Houston Area," M.A. Thesis, University of Houston, 1952.

Educators who have expressed themselves on the subject of television in education are almost unanimously agreed that education's interest can be fully protected in the field of television only if education can have its own stations. The strengths and weaknesses of television are centered about the fact that television is an audio-visual mass communication device.

The educational programs of KPRC TV were studied. A reasonable percentage of daily scheduled programs were devoted to education and public service. Studies were made of these programs from January 1, 1949, through December 15, 1951. With the certainty of a full-time education station at the University of Houston, it will no longer be incumbent upon KPRC-TV to carry the burden of education that it has.

Abstracted by O. M. WALTER, *University of Houston*

Challis, Stanley Harry, "Twenty Accents and Dialects for Radio and Television," M.A. Thesis, University of Michigan, 1952.

The problem was to discover a suitable source of dialect study for radio and television students. Believing that the *ear* is the most valuable aid in attaining dialect proficiency, twenty accents and dialects were recorded on phonograph records. People of various ages, localities and nationalities were used for the study. The procedure included having persons read a prepared selection after being interviewed. The most difficult problem encountered was selecting "typical" representatives for individual dialects.

The written portion of project included notes on recorded dialects and suggestions for attaining dialect proficiency. The most significant conclusion resulting from the project was the fact that "authentic" dialects differed, in many respects, from "conventional" dialects. Although not "typical" in every case, recorded dialects represented sufficient variance from "standard" pronunciation to provide a worthwhile basis for study.

Abstracted by STANLEY H. CHALLIS

Forster, Roger Winston, "Trends in Radio Programming: 1920-1941," M.S. Thesis, University of Wisconsin, 1952.

The author studied music, talk, drama, and variety radio programs, for the years 1920-1941, to determine how such programs originated, developed and changed. Changes in number, quality and popularity of programs determined trends.

The writer found that there was little program-building during the twenties. Radio broadcasters groped blindly to find means of filling broadcast schedules. The only significant trend of the twenties was one toward musical programs. Music dominated programming.

During the thirties radio developed well organized, efficient methods of programming—program-building became an art. Variety programs showed the strongest trend. Audience-participation programs developed from the variety shows. Radio writing became an art and drama programs appeared in greater numbers and the quality of the programs improved. Popular music consumed more time on the air, but serious music programs were given more careful planning, resulting in more semi-classical and classical music programs. Educational programs became more imaginative. Discussion programs developed. The first "radio president" appeared. The European crisis of 1938 started a trend toward news by the end of the thirties. Other types of programs changed little in either period.

Abstracted by ROGER FORSTER

Lefkowitz, Edwin Frank, "A Method for the Analysis of Theory and Practice Concerning the Programming of a Local Radio Station," M.A. Thesis, Pennsylvania State College, 1952.

This study was conducted with the idea of aiding stations in determining programming policies. The study was divided into two parts: one part was concerned with aiding in the construction of programming theories, and the other was concerned with obtaining audience reaction to the theories after they had been put into practice. (1) For the first section an attempt was made to develop a collective opinion on programming procedures. The opinions of the Federal Communications Commission, the National Association of Broadcasters, and writers and critics of radio were obtained from their books and articles. The opinions of local station managers in the Greater Middle Atlantic states were obtained by mailed questionnaires. Then the opinions were compiled and subdivided

into meaningful topics. (2) For the second section an attempt was made to develop a station-focused, qualitative survey. A case study of station WMAJ, State College, Pennsylvania, was conducted by personal interviews to test the proposed questionnaire. After analyzing the results, suggestions for refinements and further research on the subject were made.

Abstracted by EDWIN LEFKOWITH, *Pennsylvania State College*

Lewis, Frank T., Jr., "The Political Use of Radio in the Louisiana Gubernatorial Campaign of 1947-1948," M.A. Thesis, Louisiana State University, 1952.

This thesis compares the radio programming of four candidates. The study indicates that there appears to be little relationship between votes won and the amount of time spent on broadcasts.

Abstracted by WALDO W. BRADEN, *Louisiana State University*

Mills, John Stephen, "The Attitudes of Columbus Housewives Toward News and Public Affairs Programs on Television," M.A. Thesis, Ohio State University, 1952.

The purpose of this study was to obtain specific information relating to housewives' attitudes toward news and public affairs programs. A home interview study of 500 housewives was conducted in the metropolitan area of Columbus, Ohio. To determine program preferences, a schedule consisting of six major questions was used together with a program check list.

The major findings of the study were: (1) five hundred housewives viewed television a total of 2,484 hours in one day; (2) over eighty percent declared that some educational values were present in television programming and named over 100 programs; (3) one-third of the housewives said news programs were educational and one-fourth said public affairs programs were educational; (4) the women watched a total of 4,005 news programs per week; (5) the respondents watched 7,302 public affairs programs in one month; (6) over eighty percent of the housewives had seen at least one program in which a presidential candidate appeared; (7) almost eighty percent of the subjects were favorably impressed by the political programs or candidates they had seen on television.

Abstracted by J. S. MILLS, *Ohio State University*

Minor, R. Dwayne, "Radio Adaptations of Characteristic Early American Plays and

Entertainments," M.A. Thesis, University of Tulsa, 1952.

In this thesis, Mr. Minor presents the problem that most of the existing radio adaptations of early American plays are not sympathetic ones, and that there is a need for adaptations that will not only satisfy the exigencies of the radio medium, but will also treat the material at hand with an understanding of the basic dramatic values of these plays.

He has, therefore, in his adaptations of *THE CONTRAST*, by Royall Tyler; *FASHION*, by Anna Cora Mowatt Ritchie; *HAZEL KIRKE*, by Steele MacKaye; and a characteristic *MINSTREL SHOW*, striven to give sufficient time in a forty-five minute show to include some clarity of character development, and some details of the period atmosphere of the actual plays, or entertainments, themselves. He has also made his particular choices because he has felt that each one represents a specific form of American dramatic entertainment.

Abstracted by BEAUMONT BRUESTLE, *University of Tulsa*

Postma, Andrew Donald, "An Adaptation for Television of David Copperfield," M.A. Thesis, University of Michigan, 1952.

This thesis is divided into two sections. The first part deals with the problems of adapting children's literature for television. This includes a chapter on writing for children and a second chapter which covers problems of adapting material for television. Material for these chapters was obtained from texts on radio and television writing and from books on writing for children.

The conclusion combines these two chapters into a series of five rules which can be used to evaluate material which is adapted. These rules cover the problems of plotting, dialogue, action, characterization and ethics.

The second section of the thesis is a series of four, fifteen minute television adaptations of *David Copperfield* by Charles Dickens. The scripts cover the early period of David Copperfield's life. They are adapted for children between the ages of nine through twelve and follow the evaluating criteria established in the first part of the thesis.

The author points out that such adaptations provide a means of offering semi-classical literature to children by means of a new medium of communications—that of television.

Abstracted by A. DONALD POSTMA, *University of Michigan*

Tomlinson, William Henry, "An Analysis of Techniques Used in Directing Emlyn Williams' *The Corn Is Green* for the Arena Theatre and for Television," M.A. Thesis, Michigan State College, 1952.

The purpose of this thesis was to investigate the similarities and differences in techniques used and problems encountered while directing the same dramatic production for the arena theatre and for television. The author of this study found that there were certain similarities in the production of the two performances: (1) both arena and television staging were intimate; (2) there was a close coordination between the actors, audience, and lights in both media; (3) lighting played an important role in both media; (4) both required precise timing; (5) both involved problems of distraction. Some of the differences noted between the two productions were: (1) distance increased between performers during arena, while in television the physical distance between performers decreased; (2) the empathic response of the audience varied for each medium; (3) the setting changes required different techniques for each medium; (4) the technique of effecting transitions in time and place was different for the two media; (5) the technique of voice projection was considerably different for each medium.

Abstracted by GORDON L. THOMAS, *Michigan State College*

V. Theatre

Gilford, Charles Bernard, "A Critical Survey of the Morality Play," Ph.D. Thesis, University of Denver, 1952.

The morality play, eminently Christian, concerned itself with the final end of man, eternity, but more proximately, directly, and principally with the temporal problems confronting man in the struggle for eternity.

The morality play has been a neglected form. General histories of the drama give small space to the genre which indeed, even in its own time, seems to have enjoyed less popularity than other contemporary types, the mystery and miracle plays. The place of comparatively minor importance accorded the morality play has not induced any of the recognized critics to devote a complete volume to a consideration of the species.

This survey, therefore, has attempted: (1) to amass the available information on the morality, (2) to synthesize a definition of form, (3) to describe and classify the individual plays, (4)

to present judgments concerning the individual plays, and (5) to present a judgment upon the worth of the morality as a type, and the place it occupies alongside other dramatic forms.

The morality play, as shown by this survey, was a product of the late Middle Ages in Western Europe. During the fourteenth, fifteenth, and sixteenth centuries, the form was popular in England, France, and Spain. With the revival during the renaissance of the maturer forms of drama, tragedy, comedy, and the hybrids of both, the morality quickly lost its popularity and in a short time disappeared. The twentieth century has seen a few undistinguished imitations of the medieval morality, but the best modern approximations of the old form are adaptations of the fifteenth century *Everyman*.

The author states that definition was not the major problem in this survey, since those few critics who concerned themselves with such a definition are in substantial agreement. It was discovered, however, that very few of the plays are true moralities according to the strict definition. The evaluation of the plays, insofar as they fitted or deviated from the established definition, then emerged as a principal concern of this work.

The morality play, as must inevitably be concluded from this survey, is an historical phenomenon, not a major factor in the modern theatre. Few worthy examples of the type were produced. Those few, however should rank with the great dramas of all time, and serve to indicate the possibilities, however limited, of the form.

Finally, an original morality play is included in this study. The survey serves incidentally as a background for the play, according to the author. But the play has been included in the survey principally to illustrate the minor place in modern drama which still belongs, and is available, to the morality form.

The play, *The Honest Shoemaker*, was not originally conceived as a morality play, and is not a morality play in form, but in allegory. It aspires to the status of a morality.

Abstracted by EMILY P. ROHR, *University of Denver*

Hansen, Edwin Russell, "Space in the Theatre: Its Use and Significance," Ph.D. Thesis, Cornell University, 1952.

How the element of space has been utilized in the theatre from the beginning of drama to the present is the concern of this thesis. The study developed from standard English, French, and German works of history and criticism on physi-

cal theatre, drama, architecture, painting, and aesthetics—concentrates on three aspects of space in the theatre: (1) the means by which space of the stage has been adapted to the space within the play; (2) the varying relationships between acting space, the physical elements identifying the space within the play, and the audience; and (3) the variation in the use of the third dimension on the stage.

The author distinguishes five distinct methods of using the acting space which have evolved throughout the long history of the theatre. These are: (1) the free use of space by the actors with no regard for any descriptive physical background; (2) the identification of acting space by a symbolic nucleus or structure around which the action has taken place; (3) the introduction of a vertical plane, controlling and identifying the acting space; (4) placement of action in front of a three-dimensional, enclosed picture which identified the acting space; and (5) enclosure of the action by the three-dimensional picture.

The free use of space, found in primitive and Oriental theatre, made of the stage simply a place for acting. The actor, in the absence of scenery, described the space within the play by his movements. Space thus relying for its identification primarily upon the actor is defined by the author as positive space. Absent from the theatre almost from earliest times, positive space was resurgent in the settings of Appia, Craig, the Constructivists, the formal stage (defined as a proscenium-framed platform remaining essentially the same for all plays produced on it), and the open or "arena" stage. In all these the space is generated and controlled essentially by the actor, regardless of the scenic elements he may move within, among, or upon.

The main line of development in the Western theatre, however, has been concerned with the use of physical backgrounds to reinforce the idea of space within the play. Identification of acting space by a symbolic nucleus or structure around which the action takes place was a characteristic of the mediaeval theatre, which originated in the use by the priests of various areas in the Church to illustrate points in the religious service. When the drama moved outside the Church, these various locales for action were preserved and became nuclei which, with increasing realism, served to identify the space within the play.

The two kinds of scenic arrangements that have been by far the most influential in determining the use of space in the theatre have been the vertical plane and the three-dimensional, enclosed picture. In the hands of the Greeks

the vertical plane evolved from a conventional background to one which presented, by means of its pictorial treatment, the scene of the play as indicated in the plot. However, in spite of the changes in its surface made in the Hellenistic and Roman periods, in spite of the openings cut in it to reveal a three-dimensional view and the perspective *trompe d'oeil* practiced in the Renaissance, and in spite of the subsequent drop and wing settings carried up to the latter part of the nineteenth century, this scenic arrangement was seldom ever more than an illustrative background for the action and only infrequently an environment for it. Actors, following their inclination to keep close to the audience, used space which the author calls "neutral"—well in front of the pictorial background and not identified as the space within the play.

With the advent of realism and with improvements in lighting, acoustics, and auditorium design, the three-dimensional, enclosed picture became predominant. With the setting now enclosing the actor, both acting space and picture space coincided at last in describing the space within the play.

Abstracted by HAROLD V. GOULD, *Cornell University*

Orr, Lynn Earl, "Dion Boucicault and the Nineteenth Century Theatre: A Biography," Ph.D. Thesis, Louisiana State University, 1952.

Dionysius Lardner Bou(r)cicault (1820/22-1890) lived through the most of the nineteenth century. He was not only the most prolific and successful writer of the time, but one of the most popular of the actors of comedy. He designed theatres, lectured on all phases of theatre work, was successful as a stage-manager and a successful teacher of young actors. In fact, it would be difficult to study the nineteenth century theatre without finding him a dominate figure in all phases of theatrical activity. To study the life of Dion Boucicault is to study the theatre of the nineteenth century.

The purpose of this study is to bring together the widely scattered information concerning Dion Boucicault, and in some measure to evaluate his influence and contributions to the development of the drama during his century. The study is essentially a biography.

Newspapers of the period have been the primary sources for the study. The only other single, important source has been the Theatre Collection in the New York Public Library, which provided much valuable information

through its copious clipping files and its collections of original theatre programs and handbills.

Boucicault's rise to renown as a playwright was swift. If we are to believe his natal year to be 1822, as he would have us do, he was a lad of 18 when his first London presentation, *London Assurance* was declared a success in 1841. He created a minor sensation in the field of dramatic writing when he took the techniques of the eighteenth century comedy of manners and put them into a modern setting in *London Assurance* and its companion pieces of the forties. Later, using the same process, he developed his "domestic drama." By omitting much of the moralizing influences of the sentimental play and by placing it in the framework of the melodrama, Boucicault devised a formula for successful playwrighting which was to last him for many, many years.

Coming to America in the fall of 1853, Boucicault first provided dramatic vehicles which were suited for the successful display of the peculiar talents of his actress-wife, Agnes Robertson. The following year, he introduced himself as an actor in America in his play *Used Up* on September 20, 1854, in Boston. He immediately began to receive good notices.

After two successful seasons in the North, the Boucicaults journeyed southward and arrived in New Orleans on January 21, 1855. So successful was Boucicault as a playwright and as an actor that he was invited to return the following fall to serve as manager of the new Gaiety Theatre.

By 1858, Boucicault had devised and perfected his "sensation drama."

The New York season of 1859-60 is often referred to as the "Boucicault Season"; for during this time he designed the Winter Garden, wrote seven plays in less than six months, was house-dramatist for the Winter Garden and later for Laura Keane's Theatre, and wrote the first of his Irish dramas, *The Colleen Bawn*.

The Boucicaults returned to England during the summer of 1860 and remained there for 12 years. By the time that he was ready to return to America in 1872, he had established himself as a writer of native Irish drama through the writing of such highly successful plays as *Arrah-na-Pogue* and *Kerry*. Undoubtedly the greatest of these Irish plays was *The Shaughraun* written in 1874.

After *The Shaughraun* Boucicault wrote no great successes. He traveled a great deal trying to find new audiences. But the spirit of his earlier successes had become out-moded and in his final years his romantic melodrama appealed only to the gallery.

Boucicault spent the last years of his life as a lecturer and teacher of acting at the Madison Square Theatre School under the management of A. M. Palmer.

This biographical study of Dion Boucicault discloses a picture of the nineteenth century theatre, which was a vital part of America's cultural growth. Boucicault may not be remembered as a lasting influence, but he was of great contemporary importance and played an important role in the nineteenth century theatre.

Abstracted by LYNN EARL ORR, *Louisiana State University*

Spring, Joseph Edward, "Two Restoration Adaptations of Shakespeare's Plays—*Sauny The Scot*, or, *The Taming of the Shrew* by John Lacy and *The History and Fall of Caius Marius*, Thomas Otway's Appropriation of *Romeo and Juliet*," Ph.D. Thesis, University of Denver, 1952.

The aim of the study is to give textual evidence to the already existing contributions on Restoration attitude toward Shakespeare's plays and the ways of adapting them. The dissertation has been presented as an extension of Hazelton Spencer's *Shakespeare Improved* where the most complete analysis of Restoration adaptations is found. Other major sources of data were analytical books of the Restoration era and theatre by Dobree, Dryden, Odell and the Pepys' *Diary*.

Two concepts current in Restoration society were selected as having a particular pressure on alterations of Shakespeare's plays. The concept of humours as applied to changes in Shakespeare's language is evident in the investigation. The concept of decorum, or class consciousness, is investigated as it affected character changes, relationships, and diction. Differences existing between Elizabethan and Restoration low comedy has been attributed to the high regard the Restoration held for frankness of utterance, a change from single-sex stage and the need the Restoration felt for clarification and literalization of Shakespeare's language. A discussion of *Sauny The Scot* from the standpoint of change from poetry to prose, and its dependence upon a court audience of lax morals was found to be further explanation for Lacy's type of low comedy.

Fuller appreciation of *Caius Marius* has been undertaken in the light of Otway's relationship with actress Elizabeth Barry, his financial troubles at the time the play was produced, of then current politics and the pattern of

heroic drama. *Caius Marius* emerges as a link between heroic drama and coming sentimentalism. The characters of both plays reflect the respective concepts above.

These findings are contributive in the sense that the textual evidences support the actual knowledge of the evolution of British drama. The study is not an injunction that Shakespeare's plays are above alteration for contemporary purposes.

Abstracted by CORDELL ANNE CULLEN, *University of Denver*

Stolp, Dorothy Eldeen, "Mrs. John Drew, American Actress-Manager, 1820-1897," Ph.D. Thesis, Louisiana State University, 1952.

The nineteenth century is important in American theatrical history because it saw the growth and development of the theatre in this country as an American institution. Perhaps the most important development was the rise of the American actor and theatre manager.

Among the latter group was Mrs. John (Louisa Lane) Drew, the subject of this critical biography, who spent more than seventy years in the American theatre and was successful both as an actress and as a theatre manager.

The actress was one of the few child prodigies in theatrical history to gain distinction as an adult performer. She played light comedy roles, sang in operas, and danced in ballets while still in her teens; and as an adult player, she was in demand as a stock company actress because of her versatility.

Mrs. Drew became active in theatrical management in 1861 when she acquired the lease to the Arch Street Theatre in Philadelphia. In a short time her theatre became known as one of the best stock company houses in the nation. Patrons were assured of seeing a production carefully staged, and actors found that it added to their prestige to play at "Mrs. John Drew's Arch Street Theatre." She was a strict disciplinarian, and her theatre was recognized as an excellent training school for young actors.

In 1897, Mrs. Drew died without ever having retired from the theatre, and the theatrical profession mourned the passing of one of their most remarkable members. Since that time, her accomplishments have been forgotten to a large degree. This may be true because more attention has been given to the work of the men of the nineteenth century by historians and scholars. Then, too, in her acting career Mrs. Drew gained her fame as a comedienne rather than as a tragedienne, and the reputa-

tions of the latter seem to be more lasting. Furthermore, much of Mrs. Drew's work as done in Philadelphia rather than in New York, and the last-named city has been recognized as the theatrical center of the nation since early in the nineteenth century. Another reason why Mrs. Drew's work is not so well known today is doubtless the illustrious careers of her children and grandchildren. She is perhaps best remembered today as the mother of John Drew, the well known light comedian of the first quarter of the twentieth century, and as the grandmother of the famous Barrymore family of the present day.

In view of the fact that Mrs. Drew spent most of her life in American theatre, this study was undertaken in order to examine her work in the century in which she lived. An examination of the facts concerning her theatrical career indicates that she was an important figure in her own right and that her work contributed materially to the history of the nineteenth century American theatre.

Abstracted by DOROTHY ELDEEN STOLF

Thomas, Carl A., "The Restoration Theater Audience—A Critical and Historical Evaluation of the London Playgoers of the Late Seventeenth Century, 1660-1700," Ph.D. Dissertation, University of Southern California, 1952.

The problem in this study was to determine through critical evaluation of historical evidence the relative size, composition, behavior, and taste of the Restoration theater audience in London. As with Elizabethan theater history before Alfred Harbage's investigation entitled *Shakespeare's Audience*, there has been no thorough study of the Restoration audience covering the period from 1660 to 1700. Review of the literature revealed that only cursory treatment had been given the matter by theater historians with broad and unsubstantiated statements forming the basis of their reports. The principal historians for that era, Allardyce Nicoll and Montague Summers, have treated the subject with somewhat uncritical assertions embodying the repetition of seemingly biased testimony from witnesses who had cause for prejudice. Harbage's study has shown the unreliability of the evidence of prologues, epilogues and satires as well as statements by critics and historians regarding the behavior and taste of Elizabethan playgoers.

Summary and Conclusions. Although the audience of this period was generally smaller than that during the peak of the Shakespearean era,

it was probably not as small as critics and historians have stated. The monopoly created by Charles II in favor of Thomas Killigrew and Sir William Davenant possibly brought about a diminution of interest in the theater. The financial condition of the Duke's Company and a healthy interest and an attendance by larger numbers than have been said to be present.

Interpretation of the evidence indicates that (1) the audience of the Restoration theater was somewhat larger than it has heretofore been thought to be, (2) it was more cosmopolitan in structure than theater historians have generally stated, (3) the behavior of the group, although not docile, was considerably better than critics have admitted, and (4) the taste of the playgoers was not, as shown by their preference in plays, primarily brutal, obscene, and licentious but varied—like the taste of man in general.

Abstracted by WILLIAM B. MCCOARD, *University of Southern California*

Thornton, Helen Gwendolyne, "A Thesaurus of Terms Relating to Scenery," Ph.D. Thesis, University of Denver, 1951.

The purpose of this study is to provide in thesaurus form a convenient source of information relative to theater terminology. The study seeks to evaluate the various definitions and interpretations which have been assigned by writers in the area of theatre scenery. As a result of this appraisal, the author seeks to accomplish two objectives: (1) to present a thesaurus of terms relating to scenery in the theater. This includes the author's own definition of each term and summarization of the definitions as gleaned from the research; (2) to note any change in the meaning or use of the term.

The study is intended to provide for students and teachers of the educational theater, as well as for the amateur and legitimate stage, a list of terms pertaining to scenery which can serve to facilitate the use of appropriate stage terminology. The author believes that such a glossary will encourage greater intellectual curiosity concerning stage scenery and its evolving use. The study is designed to provide in one volume a compilation of diverse definitions together with pronunciation and a consideration of historical changes in usage.

The scenery terminology included in the study is limited to two aspects: the aesthetic and the mechanical. The aesthetic terms include those which comprise the stage picture as viewed by the audience. The mechanical aspect comprises (1) the stage framework, (2) the off-

stage area, (3) the stage crew personnel, and (4) the stage hardware.

The following conclusions resulted from the study. Divergencies of the terminology used in reference to scenery—its history, construction, and use—are many and varied among authors and scene technicians. The term scenery itself has many different connotations, and its composition does not include identical components with each scenic artist. Confused terminology, usual in the arts, seems to be especially rampant in the field of the theater. The study revealed a need for standardization of terminology and a workable classification with all the definitions concerned in the field of scenery. The author recommends that a future compilation of this nature should include illustrations which would aid in the clarification and systematizing of scenery expressions.

Abstracted by WALTER H. MURRISH, *University of Denver*

Walker, John Anthony, "The Functions of Stage Lighting in the Changing Concepts of Stage Design," Ph.D. Thesis, Cornell University, 1952.

In this study, the writer's purpose is an examination of the ways in which light has been used in the theatre of the past, and a tracing of the evolution of lighting theory to the present. Such a study can be appraised only with a consideration of the function of the larger art of stage design. The scope is the Western theatre, from the Renaissance to the present.

The major contribution of the Renaissance was the transition from the Medieval simultaneous stage to a single-scened stage with a pictorial background. The perspective setting was "decorative" rather than functional, and the action took place before it on a wide and shallow forestage. Lighting was for illumination only—of pictorial background, forestage, and auditorium by means of candelabras, torches, and lamps. The writings of Serlio and Leone de Somi indicate that lighting aided the illusion of depth by adding a degree of atmospheric perspective, that it simulated effects of nature, and that it suggested characteristic moods of comedy and tragedy.

The advent of the proscenium arch and front curtain—the picture frame stage—cleared the way for changing locales (by sliding wings), increased lighting effects, and added to the importance of the scene painter. These Italian advances were felt in France, later in England—primarily through the work of Inigo Jones—

and, subsequently, all over Europe. The later break-down of formal balance, initiated by the Bibienas, gave impressions of vastness stretching beyond the bounds of the visible stage.

In the Romantic era, the setting was conceived as the environment of the action. Picturesqueness of setting was influenced by the desire for archeological accuracy and verisimilitude. The box-set and colorful panoramic exteriors became important fixtures. The actor, finding stronger light on the setting, moved rearward within the proscenium frame, thus separating actor and audience.

The Argand lamp and, later, gas light could be controlled in intensity from a central location, and utilized to create mood and atmosphere, incorporating color media which lessened the importance of scene painting. With the adoption of limelight in the mid-nineteenth century, and then the electric arc, two kinds of lighting were available: general, diffused illumination by foots, borders, and striplights; and concentrated spotlight beams.

The "new stagecraft" of the latter nineteenth century wanted a dramatic form which would interpret rather than represent life. Through suggestion and symbolism a careful synthesis of play, actor, and scenic environment was sought, to fuse into a single whole an expression of the central dramatic action.

Appia and Craig searched for visual forms reflecting the rhythmic forms of the drama. Their contributions form the basis of present lighting theory. Lighting was second only to the actor. It was to act with the actor, changing the visual environment according to the needs of the action; it was to express visibly the conflict of inner forces; it was to model and paint the scene with living, moving color.

Abstracted by ELEANOR RINGER, *Cornell University*

Barrett, Dorothy, "A Critical Study of Bronson Howard, the Playwright," M.A. Thesis, Michigan State College, 1952.

The purpose of this study was to report American critical response to Bronson Howard and his plays. Reviews of five representative plays from each of Howard's two periods of writing—1864-1882 and 1882-1889—taken from four New York newspapers and six American periodicals were considered. The comments on the plays in these reviews were separated according to the dramaturgical elements—theme, structure, characterization and acting, setting, general reaction—which the critics had chosen to discuss. In addition, the author provides an

historical and biographical background for the study of the contemporary criticism of Howard's plays.

Abstracted by GORDON L. THOMAS, *Michigan State College*

Begole, Marilyn Joyce, "Agnes De Mille; Her Contribution as a Choreographer to American Theatre," M.A. Thesis, University of Michigan, 1952.

The purpose of this thesis is to show how Agnes de Mille, as a choreographer, contributed to the American theatre by establishing ballet on Broadway. There is a short biography of Miss de Mille, a discussion of her major works for the musical comedy, and the style, method, and philosophy of Agnes de Mille's choreography. It is shown that through her particular style and approach to dance, Agnes de Mille has made ballet comprehensible to the average theatre-goer. Although she employs ballet techniques, her style of dance breaks away from the classical and romantic traditions, from the pure ballet, and deals with American themes. Agnes de Mille's choreography for *Oklahoma!* set forth a new function for the ballet in musical comedy. For the first time, the dance was completely integrated into the drama and the action, serving to advance the plot. Miss de Mille set the precedent; others have followed.

Abstracted by MARILYN JOYCE BEGOLE

Black, Mary Childs, "The Theatre in Colonial Annapolis," M.A. Thesis, George Washington University, 1952.

With the completion of this study we now have a record of theatrical activity in the five theatrical centers in Colonial America—New York, Philadelphia, Williamsburg, Charleston, and Annapolis.

The investigation reveals that the years between 1752 and 1773 encompass the period of Annapolis' chief claim to fame as a theatre town. During these years three theatrical companies visited Annapolis, presenting seven seasons of entertainment: Murry and Kean Company 1752, Verling's New American Company 1769, and Douglass Company 1760 and 1770-1773 (in latter years known as American Company). A total of eighty-eight performances were given: sixteen tragedies for thirty-eight nights, and twenty-one comedies on remaining fifty nights. Shakespeare was the most popular playwright and Garrick the most popular after-piece writer. The study clears up the misunder-

standing about the date of the building of Douglass' Brick Theatre: it opened September 9, 1771.

The Appendixes include a daybook of recorded performances 1752-73, an alphabetical listing of actors performing in Annapolis during the Colonial period, and a listing of the plays and farces performed.

Abstracted by POE LEGGETTE, *George Washington University*

Brown, Edward Devereaux, "A History of Theatrical Activities at the Mobile Theatre, Mobile, Alabama, from 1860-1875," M.A. Thesis, Michigan State College, 1952.

In this study, the author attempts to record the amount of activity in the Mobile Theatre from 1860 through 1875, the nature of the activity, a list of the productions done, and the outstanding stars who appeared, as well as a review of each event whenever possible. In the first six year period, 538 productions were given at the theatre starring such people as Edwin Booth, Agnes Elsworthy, Edward Eddy, and Mrs. Emma Waller. From 1866 to 1870, 594 productions were presented, with such names as Joseph Jefferson, Edwin Forrest, and Edwin Booth listed among the stars. In the final period from 1871 to 1875, the theatre gradually declined with only 335 productions presented, over two-thirds of these being novelty and specialty acts.

Abstracted by GORDON L. THOMAS, *Michigan State College*

Burn, Ellen Cottrell, "Female Types in Modern American Comedy," M.A. Thesis, The University of Tennessee, 1952.

This study has consisted of identifying and analyzing female types which appear in recent American comedy. In connection with this research, types have been analyzed in the comedies from ancient Greece throughout various periods leading up to the twentieth century American comedy.

This study has also included the identifying of female comic types of the past which appear in modern American comedy as well as female types indigenous to the American comedy of today.

It has been found that types appear more frequently in comedy than in tragedy. It has also been found that comic types reflect changing social conditions. Many types depicted in the comedy of the past continue to be delineated in present-day drama. In addition, modern

American dramatists have created a few new comic female types. Because of the complexity of modern social life more female types are portrayed in contemporary American comedy than in any previous period.

Although many characters in modern comedy are individuals, as has been true of the better plays in the past, a larger number of variants appear in present-day American comedy types than appear in drama of the past.

Abstracted by ELLEN C. BURN, *The University of Tennessee*

Burneson, Raymond William, "American National Theatre: Its Roots and Progress," M.S. Thesis, University of Wisconsin, 1950.

The purpose of this thesis was to make a critical study of the congressionally chartered American National Theatre and Academy. The problem was approached by an investigation of the roots of national theatre in this country, followed by a comprehensive picture of ANTA from the time it received its charter up to the present.

After completing this study, the author concluded that through the mechanism of ANTA we have the best opportunity for achieving a national theatre for the United States, although there has been much justified criticism of it. However, in order to gain this end, ANTA will have to solve its financial problems and continue to promote and merit the cooperation of all types of theatre organizations through an ever increasing program of service to the theatre under sound leadership.

Abstracted by RAYMOND W. BURNESON, *University of Wisconsin*

Callnon, Gene Winfree, "Designer's Graphic Specifications for the Technical Director," M.A. Thesis, Stanford University, 1952.

The intention of this thesis is to specify the drawings and charts which designers in academic theatres should provide for construction of stage scenery.

Technical operation of the Actors' Laboratory was scrutinized to determine how preparation by designers influenced operation. Analysis of technical directors' need for drawings was based upon:

1. A questionnaire submitted to technical directors.
2. Investigation of professional scene shop practices.

3. Analysis of special problems in academic theatres.

The text contains an illustration of each type of academic theatre drawing which is accompanied by a comparable professional drawing.

Findings indicate that a designer's minimum graphic preparation should include:

1. For construction: Floor plans, models or equivalent elevations, rear elevations or equivalent working drawings, and detail drawings for special construction.
2. For painting: Painted models or equivalent renderings in color, painters' elevations, and paint samples.
3. For properties: Prop sketches, prop plots, fabric samples or equivalent color sketches, and prop construction drawings.
4. For shifting: Hanging and rigging plots, and floor plans for each scene.
5. For lighting: Specifications of desired mood and intensities of light, specifications for lighting color and areas, and suggested cues noted on a working script.

Abstracted by GENE W. CALLNON, *Stanford University*

Champlin, Donald K., "John Barrymore," M.S. Thesis, University of Wisconsin, 1952.

This study establishes John Barrymore as a romantic actor according to philosophies put forth by Victor Hugo and the 18th century German romanticists. The grotesque and the romantic elements are established as a part of his acting technique, his approach to character portrayal, his relationship to the director and the total production, and his relationship to the playwright and the playwright's characterization. A comparison is drawn between the Barrymore approach to Shakespearean drama and that of Edwin Booth, Robert Mantell, and Sir Johnston Forbes-Robertson. The discussion includes an analysis of the Barrymore personality and its influence upon the theatre-going public. The findings are supported by an analysis and comparison of professional dramatic criticism.

Abstracted by DONALD K. CHAMPLIN, *University of Wisconsin*

Dalva, Harry O., "A Study of Karamu: A Predominately Negro, Inter-racial Community Theatre," M.A. Thesis, Ohio University, 1952.

This thesis is presented as one of a series of studies investigating community and civic the-

atres. Its purpose is to add to the knowledge and understanding of those interested in non-professional theatre. Karamu Theatre of Cleveland, Ohio, is the oldest Negro theatre in the world and is considered one of the world's foremost Negro theatres.

Material was gathered from three sources: published materials, books and magazines; written materials from the Karamu House files, including unpublished manuscripts by the staff, scrap books and brochures; and personal interviews with Mr. and Mrs. Jelliffe, founders and co-directors of Karamu House, staff and house members.

Karamu Theatre serves as one integrated unit of the whole Karamu House program. This civic theatre is the vitalizing force of Karamu's program, contributing materially to the satisfactory achievement of its objectives which include the development of personality as well as skills. It exceeds its objectives in that it also serves as a source of entertainment and cultural force for the entire area.

Abstracted by CHRISTOPHER LANE, *Ohio University*

Evans, James Herschel, "Recent Staging of Ringling Brothers and Barnum and Bailey Circus," M.A. Thesis, University of Florida, 1952.

The circus in America, from the point of view of theatre research, has been too-long neglected. Still, the circus reaches probably the largest audience of any form of "live" theatre in America today and has exerted considerable influence on the American theatre as well as other art forms.

In this study, the author offers a general historical survey of the staging methods of American circuses to the present day with major emphasis on "The Greatest Show on Earth." A prolonged stay at the circus winter quarters in Sarasota, Florida and personal interviews provided the author with first hand knowledge of the circus. He notes that the circus is "an everchanging yet never-changing form of theatre." Theatre directors may learn much about planning a production, lighting, costuming, transitions, timing, pageantry and methods of shifting and transporting scenery from a study of the American circus. Indeed, the American circus is an integral and vital part of the complex theatrical scene in America today.

Abstracted by DELWIN B. DUSENBURY, *University of Florida*

Ferguson, Burnett, "History of the Drama of Provo, Utah," M.A. Thesis, Brigham Young University, 1952.

Immediately upon the founding of this mountain valley town, evening entertainment became an important part of social life. By 1860, a thicket bowery served for summer stock. And as early as 1875 a community stock company was organized, classic plays and one-act farces were staged in various halls. Players from the Deseret and Salt Lake Theatre Dramatic Companies were brought to Provo to augment the local company. A grand opera house was built with local capital in the 1880's and served as a stock playhouse until the advent of the First World War. The railroad brought traveling companies in the early 1890's.

Abstracted by T. EARL PARDOE, *Brigham Young University*

Few, Dorothy May, "The Success and Failure of Robert Browning's Stafford, A Critical Analysis," M.A. Thesis, Louisiana State University, 1952.

This thesis analyzes the first stage play of Robert Browning in an effort to determine what qualities contributed to its failure. Using the Aristotelian principles of tragedy as a basis for evaluation, the critic found the play was ineffective as a melodrama because of its obscurity, its lack of love interest, and its failure to reveal conflicts which the audience has been led to anticipate.

Abstracted by WALDO W. BRADEN, *Louisiana State University*

Golden, Joseph, "Voter's Choice, the Writing and Producing of an Original Full Length Play," M.A. Thesis, Indiana University, 1952.

The material of the play is concerned with regional folklore of the Indiana area. The directorial problems which developed during the staging of the play are detailed. Light plans and stage drawings are included. On the night that the play was presented an "Audience Evaluation Sheet" was distributed during the intermission between the second and third acts. The tabulation and evaluation of audience reaction proved to be one of the more interesting features of the writing.

Abstracted by J. EDWIN CULBERTSON, *Indiana University*

Highlander, James Lee, "An Historical Study of the New Theatre and the Robert-

son *Players of Chicago (1906-08)*," A.M. Thesis, University of Illinois, 1952.

The thesis, which is based on contemporary newspaper accounts, personal interviews, and inspections of the playhouses used by these two pioneering ventures, traces the history of America's second and third art theatres.

Both organizations began with strong economic and social backing, handsome theatres, high ideals, and high hopes. They met with hostility or indifference from most of Chicago's critics who did not seem to understand the *raison d'être* of the art theatre, and a theatre going public which although it was supporting at the time twenty six large commercial theatres was apathetic to the offerings of the beginnings of the little theatre movement in Chicago, and, in America.

The annals of the two theatres are records of defeat and disappointment. Chicago audiences of 1906-08 were not yet ready for the "higher drama," except for occasional performances of it by the great stars for whom they had developed affection and personal loyalty.

Abstracted by WESLEY SWANSON, *University of Illinois*

Hodgson, Mary Alice, "A Comparative Study of Stage and Television Acting Techniques," M.A. Thesis, The Pennsylvania State College, 1952.

The problem of this study was to survey and compile data on current acting techniques of characterization, vocal expression, bodily expression, and dramatic action used for stage and television acting in production of contemporary plays; and to compare techniques found in the two types of productions in order to make clear the factors in adapting acting techniques in the two distinct media. Materials used included data from texts, periodicals, previous studies, and results gathered from a questionnaire directed to producers and directors of professional productions of television dramas. The stage and television acting situations and techniques were examined separately; then the specific items found related to acting in the media were listed and compared. The results of the study indicated that there are likenesses and differences in acting techniques of stage and television which stem from the degree of usage and adaptation of general acting techniques to mechanical and technical methods of production; from the audience's physical relationship to the performance; and from the elements of time involved in preparing and presenting the dramatic production.

Abstracted by MARY ALICE HODGSON, *The Pennsylvania State College*

Irving, George Ward, "The Army Soldier Show Unit: A Critical Evaluation of Its Organization and Function at Fort Leonard Wood, 1951," M.A. Thesis, University of Michigan, 1952.

Beginning with a short history of Army theater, this paper makes a study of the present system of Soldier Shows in the contemporary American Army. Reports of activities in the Fifth Army area are combined into a projected policy designed to replace the existing obsolete Army Regulations now serving as the basis for Army entertainment. Problems facing a typical Unit during its formation at Fort Leonard Wood are specific points of attack.

This Section faced many difficulties in its infancy, among them the lack of a good system of personnel organization, and an understanding of its specific function and scope of action. Transportation and equipment shortages and the lack of background materials and experience were contributing factors. Analyses and evaluations of both these problems and their stopgap solutions are made. They are combined with a policy from Fifth Army to form what is hoped to be a solid basis for further operations in Army theater.

Abstracted by GEORGE W. IRVING, *Michigan State College*

Lane, Addyse Mae, "The Acting Career of Helena Modjeska in California 1877-1909," M.A. Thesis, Stanford University, 1952.

The thesis is an interpretive research conducted to reveal the methods of Madame Modjeska's acting, the extent of her success in Europe and the successive triumph of her career in America, and most specifically, in the state of California. Madame Modjeska's American debut was held at the California Theatre in San Francisco in August, 1877, at the peak of the economic crash throughout the United States. Because Modjeska's acting was inspired by her wish to portray honesty of emotion and a wish to utilize a talent she felt given to her for some purpose by God, her acting in an age of technical representation on the stage was a forerunner of what became known as the Stanislavsky system. The biographical study of a Countess, the reigning actress of Poland, who forsook her country and prestige there to cross to a new world and reestablish herself as an actress in a new language is the

revelation of an intense and commendable personality, the now-little-known compeer of Sarah Bernhardt and Eleanora Duse, who was known in her era as "America's greatest actress."

Abstracted by ADDYSE LANE, *Stanford University*

Myers, Albert Rager, "Translation of Geschichte der Meininger (History of the Meininger) by Max Grube," M.A. Thesis, University of Pittsburgh, 1952.

Max Grube's *History of The Meininger* was translated from German. It is a definitive biography of the Meininger Court Theatre under the direction of Duke George II and covers the period from 1874 to about 1900. Staging methods, art philosophies, and productions are discussed, in addition to a presentation of the personal lives of Duke George II, Ellen Franz, and Ludwig Chronegk. The book is primary source material and is valuable background material for a study of the naturalistic movement in theatre.

Abstracted by ALBERT R. MYERS, *University of Pittsburgh*

Ozdogru, Nuvit, "A Translation of the Turkish Play 'Kosebasi' (The Neighborhood) with Production Notes," M.A. Thesis, The State College of Washington, 1953.

This thesis is concerned with the translation of the modern Turkish play "Kosebasi" by Mr. Ahmet Kutsi Tecer with notes and sketches for its production.

The study includes a short account of the author of the play, the translation of Mr. Tecer's preface to *The Neighborhood* which sheds some light on the characterizations and the construction of the play, and a brief section on the Turkish theatre and the Turkish people.

The text of the play is footnoted with explanations of local mannerisms, customs and traits. Turkish personal titles and proper names have been explained and their pronunciation noted in phonetic form.

The thesis also includes a floor plan, sketches of the setting, the light plot, and the Turkish musical themes used by various characters in the play.

Finally, the author includes detailed sketches of different personages and various properties which suggest properties and costumes for use in the play.

Abstracted by GRACE NEWELL MEEKER, *The State College of Washington*

Shestack, Marciarose, "An Analysis of the Lawyer as Revealed in Selected Plays of the American Drama of the Twentieth Century," M.A. Thesis, Louisiana State University, 1952.

This study considers the dramatist's portrayal of the American lawyer as presented in ten plays. In these plays, the critic points out that the playwrights present the unsavory aspects of the legal profession.

Abstracted by WALDO W. BRADEN, *Louisiana State University*

Smith, Rose Marie, "Plans for Organizing and Managing a Children's Theatre in Oklahoma City, Oklahoma," M.A. Thesis, University of Michigan, 1952.

This thesis is devoted to developing a plan of action for the establishment and operation of a Theatre for Children in Oklahoma City, Oklahoma. The Research concentrated on a study of the different types and examples of successful Children's Theatres, the statements by authorities in this field, and the local situation. The plan is formulated from these factors.

Abstracted by ROSE MARIE SMITH, *University of Michigan*

Stephenson, Clarence Earl, "Sir William S. Gilbert's Principles and Methods of Stage Direction," M.A. Thesis, University of Michigan, 1952.

Gilbert, as director of the original Gilbert and Sullivan opera productions, brought about many theatre innovations by means of his direction. Using all pertinent literature dealing with Gilbert, his directorial principles and methods are described and clarified.

His casting process is presented along with an account of his other pre-rehearsal work. This work found him designing the opera's sets and costumes and plotting all the action of the piece on a miniature stage before rehearsals began.

Deploring delays, he instructed his players in every vocal inflection, movement, and gesture that was to go into a performance.

Along with his ability to invent novel stage business, Gilbert depended on his meticulous attention to detail and realism in sets, costumes, and make-ups to help him achieve striking theatrical effects.

Gilbert's philosophy of comic acting centered around the presumption that a serious and sincere portrayal of the ludicrous and absurd

was the ultimate in effective and successful comic technic.

Abstracted by CLARENCE E. STEPHENSON, *University of Michigan*

Wolf, Sister Mary Merele, "A Comparative Analysis of the Plot Sequence of Selected Novels and Their Dramatizations," M.A. Thesis, The Catholic University of America, 1952.

This thesis investigates the plot sequence of selected novels as compared with their dramatizations, in order to ascertain the reasons for the changes made in transposing the stories from the one medium to the other. The novels and their dramatizations are: *The Moon Is Down*, novel and drama by John Steinbeck; *The Member of the Wedding*, novel and drama by Carson McCullers; *Lost in the Stars*, drama and lyrics by Maxwell Anderson, musical score by Kurt Weill.

It is concluded that drama and literature, as such, have much in common as regards theme, but that the method of projecting theme differs considerably between the two media because of the distinct means of presentation of each: the novel is read; the drama is staged. Thus, in the dramatizations incidents are re-arranged with a view to visual effectiveness, tempo, and interesting act endings. Audience interest is carried across act intermissions by ending each scene at a moment of high audience anticipation. This then becomes the proposition of the succeeding sequence.

Abstracted by JOHN T. DUGAN, *The Catholic University of America*

VI. Speech and Hearing Disorders

Kleffner, Frank Roy, "A Comparison of the Reactions of a Group of Fourth Grade Children to Recorded Examples of Defective and Non-defective Articulation," Ph.D. Thesis, University of Wisconsin, 1952.

The problem was to investigate and compare the reactions of a population of 4th graders to recordings of the speech of peer group children representing examples of defective and non-defective articulation. The purpose was to describe the reactions of the study population to the stimuli recordings in terms of two questions: (1) Do children react differently to the child with defective articulation than to the child with non-defective articulation? (2) Is

there any relationship between these reactions and the severity of the defect?

The study population consisted of 190 4th grade pupils, 92 boys and 98 girls, in Dane County District Number 2 schools, State of Wisconsin.

The method involved the presentation of certain stimuli to the study population and the measurement of the responses of this population to the stimuli. The stimuli were eight tape recorded examples of spontaneous speech of children of the same age and grade level as the study population. Four of these recordings represented defective articulation, four represented non-defective articulation.

The recorded stimuli were played for 4th grade classroom groups. After each recording the children were asked 8 questions which called for like—indifference—dislike responses to the individuals, who were heard as recorded stimuli in terms of selected school and play activities. The same series of questions was asked after each recording.

The recording were then scored by subtracting the per cent of *like* responses from the per cent of *dislike* responses.

Scoring revealed that the group of recordings designated as defective scored lower than the non-defectives on the basis of the responses of the total study population divided into sex groups, school groups and IQ groups.

Each individual recording classified as defective scored lower than any individual recording classified as non-defective on the basis of the responses of the total study population. All defective stimuli recordings tended to score lower on each question than any non-defective stimuli recording.

Boys scored *boy* recordings higher than *girl* recordings; girls scored *girl* recordings higher than *boy* recordings. Within the same-sex, opposite-sex responses, however, both boys and girls rated the defective stimuli lower than the non-defective stimuli.

Analysis of response patterns revealed that the pattern of responses to defective and to the non-defective stimuli recordings were the same with the exception that the defective stimuli always scored lower than the non-defective stimuli.

There was evidence that the reactions of the children to the recorded stimuli were influenced by the degree of the defect in those instances in which there were relatively great differences in the degree of severity of the defect. Of the defective recordings, the recording ranked as most defective scored lowest and the recording ranked as least defective scored highest.

The author concluded that:

1. The children studied in this research consistently reacted less favorably, by relatively equal amounts, to the recordings of defective articulation than to recordings of non-defective articulation.

2. There was no difference in the pattern of the responses to recordings of defective articulation and to recordings of non-defective articulation.

3. A relationship was indicated between the reactions of the children studied and the severity of the defect. This relationship was observed particularly in comparing reactions to defects that differed widely in the degree of severity represented.

Abstracted by KEITH ST. ONGE, *University of New Mexico*

Manning, John Arthur, "A Descriptive Study of Some Interrelationships Between Speech, Laterality, and Other Aspects of Behavior in the Cerebral Palsied," Ph.D. Dissertation, University of Southern California, 1952.

The purpose of this study was to determine to what extent laterality, speech, and other aspects of behavior and development were interrelated among the cerebral palsied. The following were four of thirteen questions raised: (1) Is there a relationship between laterality and such aspects as intelligibility, age of first words, rate, breath control, thought formulation, or severity of speech defect? (2) Is there a relationship between laterality and such aspects of development as order of birth, term of birth, weight at birth, presence of thumb sucking, or the age first walked alone? (3) Is there a relationship between laterality and adjustment? (4) Is the degree of intelligibility related to such factors as the severity of speech defect, attention-concentration, age of first words, presence of convulsions, rate of speech, breath control, thought formulation, or severity of cerebral palsy?

To answer the questions raised by the problem, the following procedures were applied. Thirty-one subjects were used in the study, ranging in age from five to twenty years; seventeen male and fourteen female. Three types of cerebral palsy were considered: spasticity, athetosis, and ataxia—the number of each type corresponding to the percentages found in the general cerebral palsy population. All subjects were chosen on the basis of being medically classified as cerebral palsy, and diagnosed by a speech correctionist as speech defect-

tive. Four sources of information were used to obtain data on these subjects: a case history, a language intelligibility and articulation test, a laterality test, and an adjustment inventory. First, the pertinent information on development and behavior was taken from the hospital records and entered in the individual case history. Then each subject's two-minute verbal response to a selected picture was recorded. These recordings were presented to twelve judges, who evaluated the intelligibility and articulation. Additional information taken from the recordings was the computation of rate, the ability to tell a story, the number of words per breath, and the number of promptings necessary. Single judges were used for this additional information, as there appeared to be a minimum of subjective evaluation. Next, the laterality test was administered to each subject. Twenty-seven activities were recorded as being performed by the left side, right side, or both sides. These activities included the separate use of hands, eyes, and feet. Finally, the adjustment inventories were filled out by two therapists and the examiner on each subject. All therapists participating were well acquainted with the subjects.

Scores and ratings were computed in each area for all subjects, and comparisons were made in the group as a whole, as well as between athetoids and spastics, males and females, and younger and older subjects. These comparisons were related to the aspects of behavior and development listed in the statement of the problem.

Conclusions. The following is a partial list of conclusions based on the four selected questions: (1) There was no statistically significant relationship between laterality and such aspects of speech as intelligibility, age of first words, rate, breath control, thought formulation, or severity of speech defect. (2) In the area of development, laterality was related very significantly to order of birth and significantly to the age of walking alone. There was no significant relationship between laterality and term of birth, weight at birth, or presence of thumb sucking. (3) Although right-handed cerebral palsied individuals were significantly better adjusted than left-handed, there was no relationship between degree of sidedness and degree of adjustment. (4) Intelligibility was most significantly related to breath control, mildness of cerebral palsy, and rate; it was not significantly related to attention-concentration, age of first words, incidence of convulsions, or thought formulation.

Abstracted by MILTON DICKENS, *University of Southern California*

Roach, Robert Ernest, "A Study of the Reliability and Validity of Bone Conduction Audiometry," Ph.D. Thesis, Northwestern University, 1952.

The purpose of the investigation was to obtain information on the consistency of bone conduction thresholds, to test the validity of Carhart's procedure for empirical calibration of the bone conduction audiometer, and to explore the effects of normal variations in pneumatization of the mastoid structure on the threshold response to bone conduction stimuli applied to the mastoid process.

All testing was conducted in a highly sound-proofed chamber using a Maico E-2 audiometer. This instrument was checked before and during the investigation and found to be satisfactory in performance characteristics and in constancy.

Calibration of the air conduction channel was confirmed by tests on twenty young normal ears.

The empirical calibration of the bone conduction channel was achieved by following Carhart's procedure. This procedure is based on the concept that the air conduction and bone conduction channels are alternate mechanical pathways to the cochlea and upon the premise that thresholds for air and bone are shifted equally in sensory-neural losses. Twenty-three persons with sensory-neural losses were tested by both air and bone. The discrepancy between the group means for air and for bone was taken to represent the amount by which subsequent bone conduction readings should be corrected. Corrections, when indicated, were made to the nearest 5 db interval.

Following calibration of the audiometer's bone system, the responses of 127 normal subjects were obtained. One ear per subject was used, but two tests were given each subject. The critical requirement for determination of the test ear was that none of the bone conducted stimuli be heard in the opposite ear. Otherwise selection of ears was random. An X-ray was obtained of the mastoid structure associated to the ear chosen for test.

To determine the reliability of normal bone conduction thresholds, Difference Scores were computed by subtracting threshold readings on the retest from the corresponding readings on the initial test. Comparison of the Difference Scores for air and bone conduction revealed that the test-retest reliability for bone was almost as good as the reliability for air con-

duction. The discrepancies between the means of the Difference Scores for the two modalities, at any frequency, was less than 1.2 db.

The sigmas of the Difference Scores for air and for bone conduction agreed within less than 1.5 db at every frequency. The standard deviations for both air and bone fell between 2.7 and 4.9 db.

To determine the validity of bone conduction measurements, the thresholds obtained from the two audiometric tests were averaged for each modality. The means of the Averaged Thresholds for bone conduction, when corrected according to Carhart's procedure, agreed within 2.5 db at all frequencies with the Averaged Thresholds for air conduction.

The effects of normal variations in mastoid structure upon bone conduction stimuli were determined by comparing the acuity of subjects with well pneumatized mastoids with the acuity of a group with moderately pneumatized mastoids. It was found that, at every frequency, the means for air were statistically equivalent for the two groups. The same finding emerged from the data on bone conduction. These facts reveal that moderate variations in mastoid pneumatization do not modify responses to bone conduction stimuli.

The study shows that bone conduction measures can have inherent test-retest precision which satisfies clinical standards of accuracy. This investigation also demonstrates that the bone conduction modality has good clinical validity as a test of sensory-neural sensitivity when normal ears are examined. In addition, Carhart's procedure for empirical calibration of bone conduction systems yields thresholds of high clinical validity. Moreover, normal variations in mastoid structure do not affect the clinical validity of bone conduction measures.

Abstracted by ROBERT E. ROACH, *Northwestern University*

Williams, Dean E., "An Evaluation of Masseter Muscle Action Potentials in Stuttered and Non-stuttered Speech," Ph.D. Thesis, State University of Iowa.

The purpose of this study was to compare young adult stutterers and non-stutterers with respect to bilaterally-recorded action potentials of the jaw (masseter) muscles. The hypothesis tested was that any electromyographic differences between stutterers and non-stutterers obtained under the conditions of the present study may be accounted for by reference to variations in patterns of jaw movement, and to differences in electrode placement.

Fifteen adult stutterers attending the University of Iowa Speech Clinic served as subjects. The fifteen non-stutterers serving as a control group were students majoring in speech pathology or students familiar with stuttering.

Action potential records were obtained in an electrostatically-shielded room. Two pairs of surface electrodes were placed on each side of the jaw in an area, determined by palpation, assumed to lie over the masseter muscle. The electrode leads were connected via a terminal box to the amplifier input of a Grass Model III Electroencephalograph. Four channels of the instrument were used in recording action potentials. Two bilaterally-paired electromyograms (EMG) were thus obtained simultaneously for each subject during specified conditions of speech (isolated words) and during instructed jaw movements without speech. Two additional channels of the electroencephalograph recorded (1) movements of stuttering as signalled by a manually-operated hand key, and (2) the presence or absence of speech as it was received by a microphone placed near the subject.

Comparisons were made with respect to: (a) bilateral action potential amplitude differences of 25% or more during the speaking of each word, (b) bilateral differences in the instant of appearance (i.e., more than $1/120$ of a second bilateral lag of a 50% amplitude increase over the resting level) of the action potentials for each word, (c) presence or absence of spikes (amplitude differences of more than 100% from the amplitude directly preceding and succeeding), and (d) presence or absence of reversals of amplitude differences (the greater amplitude appearing on the left side, then the right, then the left, etc.) during each unit.

The differences between means of the two groups for the various conditions were tested by t-tests.

There were no significant differences (5% level) between the stutterers and non-stutterers for either bilateral differences in action potential amplitude or in bilateral differences in instant of appearance. However, stutterers during stuttering had significantly more words per subject that showed spiking on the EMG record than did the control group during non-stuttered words. Also, the results from one electrode placement, but not the other one, indicated that more words per subject contained reversals of amplitude differences during the stuttered words of stutterers than during the non-stuttered words of non-stutterers. However, when the non-stutterers imitated stuttering, the corresponding EMG record showed significantly more spikes

and reversals than occurred during the stuttered words of stutterers. In contrast, when the stutterers used an instructed easy repetitious method of stuttering, the mean number of words per subject that showed these anomalies were reduced to a level where it did not differ significantly from that of the control group during non-stuttered words.

Since specific action potential anomalies were produced by both stutterers and non-stutterers upon executing specifically-instructed jaw movements, it was inferred that the action potential response from the masseter muscle is, in part, a function of the manner of jaw movement.

It was concluded that although the EMG pattern certainly must reflect preceding motor neurone activity, this does not imply that stutterers and non-stutterers are basically, i.e., neurophysiologically, different from one another. The observable differences in action potential response between the two groups appear to reflect, only, that moments of stuttering are accompanied by muscular tension and by patterns of jaw movement that differ from those obtained during non-stuttered speech.

Abstracted by RALPH R. LEUTENEGGER, *State University of Iowa*

Wood, Nancy E., "A Study of the Speech and Language Development of Right Spastic Hemiplegics as Compared with Left Spastic Hemiplegics, with Reference to Motor, Intellectual, and Visual Perceptual Functions," Ph.D. Thesis, Northwestern University, 1952.

The speech pathologists' concern with cerebral palsy is comparatively new. It is, therefore, necessary for the speech pathologist to become aware of the language habilitation needs involved in this handicap and to be able to determine more clearly what effect the site of the brain damage might have on the individual with cerebral palsy.

It was the purpose of this study to compare a group of right spastic hemiplegics with a group of left spastic hemiplegics with reference to the effects of the site of the brain damage on speech and language development. Hemiplegics were selected for study in this investigation for several reasons. (1) There appears to be more positive agreement in the medical diagnosis of spastic hemiplegia than any other type of cerebral palsy. (2) Since the diagnosis of hemiplegia presumes that one side of the individual is damaged and the other side is undamaged,

the subjects are more uniformly able to respond to standard testing procedures. (3) Hemiplegia, more than any other type of cerebral palsy, lends itself directly to the study of sidedness with reference to speech and language development. (4) Although hemiplegics have been studied before, the results have not been conclusive.

The experimental population was comprised of 86 spastic hemiplegics. There were 50 subjects medically diagnosed as right spastic hemiplegics and 36 subjects medically diagnosed as left spastic hemiplegics. Each subject was within an age range of 10 to 30 years. All subjects were known to be educable, acceptably cooperative in a clinical environment, and free from any extreme emotional involvement that might in some way alter test results.

Although the primary purpose of this study was to compare the two groups with reference to motor, intellectual, and visual perceptual functions, other factors were also explored so that the population could be more completely described and compared. These other factors included: (1) The birth histories, developmental histories, and socio-economic histories, obtained from medical files and case histories; and (2) The determination of auditory acuity, visual acuity, eye preference, extinction phenomena, and aphasic symptomatology, obtained by means of screening techniques, structured independently, to explore these particular functions.

Information concerning the performance of each subject with reference to motor skills, intelligence, and visual perception was determined by use of specific testing devices designed to measure the subject's performance in these three areas.

The motor skills included the evaluation of the diadochokinetic rate of the tongue, fingers, feet, arm movement and prehension. *The Wechsler-Bellevue Intelligence Scale* was administered to each subject, allowing for a comparison of the two groups with reference to both verbal and non-verbal intelligence test items. The visual perception test battery was comprised of tests designed to measure figure-background relationships, perceptual closure, and visual perseveration.

The differences commonly thought to be present between individuals with damage to the right side of the brain and individuals with damage to the left side of the brain, in cerebral palsied populations, did not appear in this study.

Both groups showed similar distribution of involvement in motor, intellectual, and visual

perceptual functions. The two groups were comparable in all areas of investigation with the exception of both weight and early developmental history. Apparently, these two differences did not influence later performance and the speech and language development for the two groups appeared to be comparable.

Both groups showed evidences of sensory disturbances as well as motor involvements. Clinically speaking, there appeared to be no reason to believe that right hemiplegics should be educated differently from left hemiplegics.

Abstracted by NANCY E. WOOD

Wright, Laura Frances, "Hearing Services: A Community Evaluation with Recommendations," Ph.D. Thesis, University of Wisconsin, 1952.

The purpose of the study is to determine hearing services needs in Madison and Dane County, Wisconsin, and to make recommendations to meet these needs.

Present local services and selected hearing services organizations throughout the United States were surveyed through use of a questionnaire.

The questionnaire which encompasses all phases of the audiological approach to hearing services at the community level was constructed by the writer upon review of the literature and upon consultation with authorities in the field of hearing at local, state, and national levels.

Local needs appear in the areas of auditory training, audiometric testing and speech reception evaluation, advisory hearing aid evaluation, speech therapy, recreational planning, and extension of research together with a need for further publicizing and integrating of services.

Recommendations to meet these needs are: that a central location, under the auspices of the Madison Public Health Department, be made available for audiometric testing and speech reception evaluation, as well as for a focal point for distribution of information regarding all hearing services and a center for rehabilitation; that the person in charge of such testing and evaluation act also as coordinator of all services and serve as executive director of the Hearing Services Committee of the Health Panel of the Madison Community Welfare Council; that, with the cooperation of the Recreation Panel of the Madison Community Welfare Council, a person with an understanding of the principles of rehabilitation and trained in group recreational work be appointed. The duties of this group therapist

shall include providing appropriate facilities and services for persons of all ages in Madison and Dane County who have a hearing loss; that all agencies, the services of which concern, directly or indirectly, persons with a hearing loss, be urged to become members of the Hearing Services Committee; that interested individuals, professional and lay, with and without hearing loss, be invited to become members of the Hearing Services Committee; that the functional relationships as indicated in the following chart be adopted:

Community Welfare Council
Health Department
Health Panel
Hearing Services Committee
Executive Director, Coordinator
Group Therapist

Services to Madison and Dane County persons with defective hearing; that the Hearing Services Committee apply for affiliation with the American Hearing Society with control at the local level; that the two directories descriptive of existing hearing services prepared by the writer for professional and for lay use be given wide distribution and be appended periodically as further services become available; that steps be taken to make available as needed: the present course in auditory training sponsored by the Extension Division of the University of Wisconsin, the lipreading and parents' classes currently available at the Madison Vocational School, and all previously existing facilities as approved by the Hearing Services Committee.

It is believed that unified, earnest effort in effecting these recommendations will result in a dynamic integration of hearing services in the Madison-Dane County area and will make the Hearing Services Committee a strong structure for expansion of services as continuing research may indicate.

The pattern of an integrated hearing services program at the community level established by the investigator is believed to be of value to the community that is becoming aware of responsibility for the rehabilitation of its citizens.
Abstracted by FRANK KLEFFNER, *Washington University*

Arnold, Floris, "A Guide for the Evaluation and Selection of Equipment and Materials for Use by the Public School Speech and Hearing Therapist," M.S. Thesis, Bowling Green State University, 1952.

The purpose of this study was to (1) establish some definite criteria for evaluating speech cor-

rection materials and equipment; (2) study the use of various materials by Ohio public school therapists; (3) appraise the value of those materials; (4) compile a guide for the selection of materials which have been found most satisfactory in routine use in public school therapy.

As an aid to the many inexperienced therapists specific criteria, based upon educational principles, were selected as standards for the evaluation of instructional aids. A scale was devised for analyzing the degree of need, specific use, and essential qualities of all instructional aids.

The scale was used by 77 per cent of all Ohio public school therapists in determining their individual needs and preferences.

This study indicates that while few pieces of equipment are essential in speech therapy, certain items facilitate the administration of a therapy program and other items were highly desirable in therapy and testing.

Abstracted by FLORIS ARNOLD

Crosby, Constance Alban, "Audience Differentiation of Recorded Samples of Cleft and Non-cleft Palate Speech," M.A. Thesis, University of Wisconsin, 1952.

The primary purpose of this study was to evaluate the ability of an adult audience, not cleft palate specialist, to differentiate between cleft and non-cleft palate speech of 4 to 7 year old children from recorded samples that were phonetically structured. The secondary purpose was to evaluate the ability of these same judges to differentiate between the sex of these same samples.

The subjects were 16 cleft palate children who were matched in sex and age with 16 non-cleft palate children. Speech samples for all the children were recorded, and the judges consisted of 32 students in elementary speech correction courses.

It was found that the mean accuracy score for the ability of these judges to differentiate between the sex of these children was about 50%, or chance. There was more reliability in judgement for the older children. The over-all accuracy of these judges to differentiate cleft and non-cleft palate speech in these children was 72% to 75%. The accuracy was higher for the older children. About a chance differentiation was found for nasal sounds in isolation; the highest reliability was found in the sentences using fricatives, sibilants, and glides.

Abstracted by CONSTANCE A. CROSBY, *University of Wisconsin*

Elliott, Franklyn and Stoll, Bernard, "Suggestion and Relaxation in Therapy with Stutterers," M.A. Thesis, Brooklyn College, 1952.

This study was designed to test the effect of repeated post-hypnotic suggestions to relax on the severity of stuttering. Sixteen stutterers were divided into four groups of four subjects each. Each subject in Group I was hypnotized five times at intervals increasing progressively in duration from one to four weeks. Subjects in Group II were hypnotized five times at regular intervals of one week. Subjects in Group III were hypnotized only once. Group IV did not participate in the experiment. At each hypnotic session a state of relaxation was induced, and the subject was then given the post-hypnotic suggestion that whenever he began to speak he would become as relaxed as he was at that moment. One month after the termination of the experiment some improvement was found in Group I and II, but none in Groups III and IV. Reports of improvement were based on ratings on the Iowa Scale of Severity of Stuttering, frequency of stuttering in controlled reading and speaking situations, and qualitative observations by the subjects and experimenters.

Abstracted by OLIVER BLOODSTEIN, *Brooklyn College*

Goldschlager, Jean and Calamaras, Peter, "The Linguistic Ability of the Mentally Retarded Child," M.A. Thesis, Brooklyn College, 1952.

It is the purpose of this study to attempt to evaluate the linguistic ability of a group of thirty-six mentally retarded children. These children were given the Arthur Point Scale of Performance to determine their mental ages. The group's mental ages did not exceed seven years and had an intelligence quotient of seventy-five. The chronological ages ranged from six to seventeen years. To establish a language age the subjects were given a revised form of the Descouedres Language Test which was divided into Part I reception and Part II production of language. Low positive correlation with no significance were found between: chronological age and language. Significant low positive correlations were found between: mental age and the entire language test Part I and II and mental age and the language age, part II (production of language). Therefore, the language age may depend more upon the mental age than the chronological age of the mentally retarded child.

Abstracted by JOHN K. DUFFY, *Brooklyn College*

Herron, Patricia Potts, "A Study of the Psychological Environment Provided Stutterers by Kindergarten and First Grade Teachers in Honolulu Schools," M.A. Thesis, University of Hawaii, 1952.

The purpose of this study was to describe and evaluate the psychological environment provided for stutterers on the kindergarten and first grade levels in the Honolulu schools. A random sample of fifty elementary and kindergarten teachers from the city schools were interviewed orally, using a previously prepared questionnaire on stuttering.

On the credit side, the study reveals that these teachers are making a sincere effort (1) to win the child's confidence, (2) to establish rapport with the child, (3) to build self confidence in the child's ability to speak, (4) to integrate the child into group activities in the classroom, and (5) to treat the stutterer as a normal child.

A need for the teachers to be educated in the etiology of stuttering is indicated by the prevalence of false beliefs in physiological causes of stuttering. Defective palate, adenoids, tonsils, tongue-tie, and enlarged tongue were named as causes of stuttering. The therapeutic measures recommended by many of these teachers were the direct result of these supposed causes, all of which are quite generally rejected by authorities in speech pathology. Examples of this are such things as recommending "clipping" of the tongue, and having adenoids removed.

Teachers also revealed a lack of information on the process of language development. They tended to regard hesitations and repetitions in speech as diagnostic factors in identifying stuttering rather than as normal developmental steps in acquiring speech for children of this age. Knowledge about language development would help teachers correctly evaluate a child's speech at various ages.

A further need brought out in the interviews was for the teachers to have a better understanding of the problems involved in stuttering so they will feel capable of discussing this handicap with the stutterer's parents.

Finally, this study also revealed a need for more adequate speech correction personnel and facilities in the city schools.

Abstracted by PATRICIA HERRON

Horton, Elisabeth Revere, "An Experimental Investigation into the Reliability of Psychogalvanic Skin Resistance Audiometry with Two, Three, and Four Year Old

Children," M.S. Thesis, University of Wisconsin, 1952.

A psychogalvanic skin resistance audiometric test, followed by a re-test within 24 hours, was administered to 20 children ranging from 2.0 to 4.11 years, with a mean age of 3.7.

The greatest mean difference in response between Test 1 and 2 occurred at 500 cycles where the left ear for 20 subjects showed a difference of 4 db. This frequency also showed the least variation with only 1.75 db difference for the right ear.

Of the 20 children, only 28.75% showed a reduced threshold and 18.75% an increased threshold for the right ear on the second test; 20% showed a reduced threshold and 30% an increased threshold for the left ear on the second test.

The results of this experiment indicate that the psychogalvanic skin response technique for the testing of hearing possesses high reliability, as shown by the test of this particular group of children.

Abstracted by MARIE E. BRITTIN, *University of Wisconsin*

Leith, William Raymond, "Comparison of Judged Speech Characteristics of Athetoids and Spastics," M.A. Thesis, Purdue University, 1952.

This study was conducted to determine whether differences existed between athetoids and spastics with regard to RATE (speed), RATE (flow of speech), PITCH (level), PITCH (characteristics), LOUDNESS (level), LOUDNESS (characteristics), ARTICULATION, INTELLIGIBILITY, and DEGREE OF SPEECH IMPAIRMENT. Sixty athetoids and forty spastics were used as subjects. Recordings were made of answers to selected questions and readings of a standardized passage. A two-dimensional rating scale was constructed. Three judges rated the subjects. One dimension, amount of deviation from normal on a point scale, was analyzed using the Cornell Technique and a two by two disproportionate analysis of covariance. The other dimension, the most outstanding deviation of the first seven aspects, was analyzed with chi-square tests.

The results indicated that neither group, athetoids or spastics, was judged as being significantly different from the other with regard to deviation from the normal. No differences existed between groups with regard to the most outstanding deviation with the exception of PITCH (characteristics). More athetoids than

spastics were judged to have 'monotonous' and 'uncontrolled variability' in PITCH (characteristics): 31% of the spastics and 10% of the athetoids were judged as having no outstanding deviation.

Abstracted by M. D. STEER, *Purdue University*

McClure, Helen Sonafrank, "A Study of the Existing Relationship Between Articulatory Speech Defects and Related Disabilities Including Reading," M.A. Thesis, Ball State Teachers College, 1952.

The purpose was to find some common factors as possible causes of articulatory speech defects and reading defects. Children who had both defects were the main subjects for comparison with children with one or no defects. Results indicated three items in common with speech and reading defects. These were (1) factory-working parents, (2) poor sound discrimination, and (3) poor auditory memory. The two traits present with the articulatory speech group and not present in the low-reading group were (1) slow speech development and (2) slow physical development. The two traits present with the low-reading group and not present in the speech group were (1) much moving from school to school and (2) excessive school absences. The intelligence was lower and physical development earlier in this low-reading group of children.

Abstracted by ALAN W. HUCKLEBERRY, *Ball State Teachers College*

Mehnert, Ruth, "Attitudes of Elementary Teachers Toward Infantile Perseveration," M.A. Thesis, Ball State Teachers College, 1952.

The problem was to find the attitudes of elementary teachers toward infantile perseveration ("baby talk"). The questionnaire was the technique of investigation, and the teachers responding were located either in county school or city school systems. The latter teachers worked in a program which included the services of a speech therapist. Some of the attitudes toward infantile perseveration were:

1. Parents foster infantile speech and often make excuses for it.
2. Parents feel that children will outgrow infantile speech.
3. Maturation does not necessarily lead to clearance of speech defect.
4. They would not exclude a child from school because of infantile speech.
5. They place no connection between infantile speech and intelligence.

6. They see no lack of initiative on the part of the child with infantile speech but that such children are over-sensitive.

7. County teachers felt that speech defects were symptoms of maladjustment.

City teachers more often tended to hold attitudes that agreed with known facts. County school teachers tended to have a greater difference of opinions, that is, they held "stronger" opinions.

Abstracted by ALAN W. HUCKLEBERRY, *Ball State Teachers College*

Meltzer, Flora E., "A Test of Tolerance for Childhood Nonfluency," M.A. Thesis, Brooklyn College, 1952.

Preliminary work was done on the construction of a test of tolerance for childhood nonfluency. As completed in experimental form, the test consists of a series of 28 brief samples of the recorded speech of unselected young children. It is administered with instructions to judge each sample as that of either a "stutterer" or a "nonstutterer," the number of diagnoses of stuttering being taken as a measure of an individual's reaction to normal childhood speech hesitations. The test is designed to reveal parental attitudes regarded by Wendell Johnson as contributing significantly to the onset of stuttering, and is intended both for use in clinical work with parents of young stutterers and as an instrument for further research. Exploratory standardization on a group of 52 college students is reported.

Abstracted by OLIVER BLOODSTEIN, *Brooklyn College*

Miller, Jeralee Joan, "An Analytical Evaluation of Speech Discrimination Scores Prior to and Following an Auditory Training Program," M.A. Thesis, University of Maryland, 1952.

100 patients were selected for study from those in training program at the Audiology and Speech Correction Center of Walter Reed Hospital. Aided discrimination scores were taken before and after intensive courses in auditory rehabilitation. PB 50 word lists were used for testing and percentage scores were derived. The average discrimination score for 43 conductive cases before training was 94.1 and after training 96.9—a gain of 2.8. The average discrimination score for perceptive cases before training was 75.2 and after training 82.5—a gain of 7.3.

Factors of I.Q., chronological age and air conduction loss for speech frequencies were

found not to be significantly related to individual achievement in the training program. Abstracted by MERLE ANSBERRY, *University of Maryland*

Moran, Marion C., "Suggested Hearing Conservation Program for a Public School System with 13,000 Pupils," Ed.M. Thesis, Boston University, 1952.

This study developed a modern hearing conservation program for a public school system of 13,000 pupils, utilizing the facilities which are available in the school and community for hearing conservation work. An attempt was made to follow as closely as possible the suggestions which authorities in the field consider essential to a modern hearing conservation program.

The phases of the program include case-findings, medical and educational follow-up and guidance for the aurally handicapped. First, is case-findings, including screening, retests, threshold tests, notices to parents, records, provision for filing and clerical work. In the medical follow-up, there is an otological clinic with follow-up. Included under educational follow-up is lip-reading class organization, report cards, notebooks, educational testing, parental counseling, classroom work, speech correction, hearing aid selection and use-with parental and teacher roles, auditory training, tutoring, adult classes, and teaching load. The last section is devoted to guidance and community education.

Abstracted by DAVID L. GRAY, *Boston University*

Moreau, Leonard Joseph, "Analysis of Attitudes Among Classroom Teachers Toward a Child with a Speech Handicap," Ed.M. Thesis, Boston University, 1952.

The purpose of the study is to determine prevalent attitudes among classroom teachers toward a child with a speech handicap to serve as a basis for (1) establishing better understanding and working relationship between the speech correctionist and classroom teacher and (2) securing more adequate and consistent help for the child in the classroom and (3) improving integration of corrective procedures with other classroom activities.

The procedure was the formulation of a questionnaire containing forty-three items. Two hundred and thirty-six teachers from the elementary and secondary schools of a city which has had a remedial speech program for seven years rated themselves on a scale. Twenty-nine

per cent had a wholesome and sympathetic attitude and twenty-two per cent had a poor and negative attitude.

The scores indicate a need for a program of speech education in teacher training, need for educating teachers in handling of speech handicapped children, and a need for training the speech therapist for in-service work with the teachers.

Abstracted by DAVID L. GRAY, *Boston University*

Muth, Edward Byrd, "An Attempt to Standardize the Doerfler-Stewart Test for Malingering and Psychogenic Deafness," M.A. Thesis, University of Maryland, 1952.

100 reliable audiograms were taken at the Audiology and Speech Reception Center of Walter Reed Hospital for study with accompanying Doerfler-Stewart Test results. 23 audiograms gave evidence of conductive loss, 30 were classified as mixed loss and 47 were classified as perceptive loss.

Audiograms which suggested malingering as evidenced by inconsistencies were not used. Criteria for selection of cases on the basis of Doerfler-Stewart Test results were: (1) pure tone averages in speech range for each ear within plus or minus 4 db of speech reception scores (2) the better monaural speech reception score within plus or minus 2 db of the binaural speech reception score.

Conclusions: (1) the range in decibels between the noise detection threshold and speech reception scores is larger in perceptive losses than in other types of loss and (2) noise interferes sooner with speech reception in perceptive cases than in conductive and mixed groups.

Abstracted by MARLE ANSBERRY, *The University of Maryland*

Naylor, Rex Vaughn, "A Comparative Study of Methods of Estimating the Severity of Stuttering," M.A. Thesis, Ohio State University, 1952.

Each of twenty-four adult male stutterers estimated the severity of his stuttering for the preceding several months. Then each was trained to recognize levels of severity from the Lewis-Sherman scale. Each recorded for one minute from a standard passage and estimated the severity of his stuttering.

Graduate students in speech correction, trained with the Lewis-Sherman scale, also established the severity of the subject's stuttering from the recordings.

Rank difference correlations yielded these results:

(1) Subjects and judges showed statistically significant agreement in rating severity of stuttering from recordings of representative and successive nine-second samples and the total passage.

(2) Neither subjects' nor judges' ratings of severity of stuttering from recordings agreed significantly with subjects' ratings of their "several-months" severity of stuttering.

(3) Scores on Knower's Speech Experience Inventory and Speech Attitude Scale related significantly to subjects' ratings of their "several-months" severity of stuttering.

(4) Percentage increase in reading occasioned by the Audio Signal Delaying Unit correlated negatively with severity of stuttering as estimated from the recordings.

(5) Adaptation to stuttering was unrelated to other indices of severity.

Abstracted by REX NAYLOR, *The Ohio State University*

Smith, Samuel P., "Play Techniques: Their Relationship to Speech Correction," M.A. Thesis, Kent State University, 1952.

The author attempts to show the variety of ways in which play therapy and speech correction are related. He points out that the speech correctionist may recommend his patients for treatment in play therapy if the child is psychologically maladjusted, if he has substantial contact with reality. Play therapy is recommended for children between the ages of four and twelve years.

He further points out that speech cases which show such emotional instability may be found in these categories: Delayed speech, stuttering, disorders of voice, cerebral palsied, etc. He recognizes the fact that the deaf and hard of hearing frequently present personality difficulties but he does not recommend play therapy for these children. The author has found play therapy to be an excellent diagnostic aid and a means of preparing the child for speech therapy sessions.

The writer cautions the speech therapist to be more non-directive in his approach to emotionally disturbed children who have a speech handicap.

An excellent bibliography is presented in the thesis.

Abstracted by JOHN R. MONTGOMERY, *Kent State University*

Smith, Walter E., "A Comparison of the Responses of Stutterers and Non-stutterers in a College Population on the Rotter Incomplete Sentence Blank," M.S. Thesis, Bowling Green State University, 1952.

This study was designed to investigate the value of the Rotter Incomplete Sentences Blank as an aid in determining the adjustment of college stutterers to communication situations. The specific objectives were to determine, by administering the Rotter, whether (1) the extent of maladjustment differed significantly between a group of stutterers and non-stutterers at the college level, (2) the responses of stutterers tended to show a greater incidence of speech concern than non-stutterers, (3) specific test items elicited from the stutterers, responded with a trend significantly different from the non-stutterers, and, if so, the nature of these stimuli.

It is believed that the findings of this study indicate that the Rotter is of value in obtaining both diagnostic and therapeutic information relative to the needs of each individual stutterer.

Abstracted by WALTER SMITH, *Bowling Green State University*

Stansell, Barbara J., "Establishment of the Speech Therapy Program in the Iowa Annie Wittenmyer Home, Davenport, Iowa," M.A. Thesis, State University of Iowa, 1952.

The purpose of this study was to record in detail the problems encountered, the procedures used, and the lessons learned in initiating a speech therapy program in a state home for dependent children who have become wards of the state primarily for social reasons.

A survey for speech and hearing deficiencies was conducted by University of Iowa speech pathology and audiology students. Thirty percent of the 221 children given speech examinations had speech problems warranting therapy, while twelve percent of the children tested had significant hearing losses.

A speech correctionist interned at the home for 2½ months. Suggested etiological factors in the high percentage of articulatory defects include: the low degree of individual attention and speech stimulation available in the Home, high percentages of intellectual retardation and defective dentition, and poor past parental environments.

The following suggestions were advanced: (1) The rapidly changing population makes routine speech and hearing screening desirable

when the children are admitted to the Home; (2) The high incidence of speech problems suggests the need of a full-time speech therapist.

Abstracted by RALPH R. LEUTENEGER, *State University of Iowa*

Taira, Kiyoko, "The Relationship Between Delayed Speech Development and Prematurity and Its Effect On the Age of Sitting and Walking," M.A. Thesis, University of Michigan, 1952.

The purpose of this study was to investigate whether there was any relationship between delayed speech development and prematurity. Out of 155 children diagnosed as delayed speech cases, there were 121 developmental histories yielding information about the age of onset for sitting and walking unsupported.

Twenty-three of the children were found to be prematurely born, ten of whom were mentally retarded, eight delayed in sitting up, and ten delayed in walking. This seems to support the findings of other investigators who state that the premature child shows a developmental retardation for the first two years of life.

Of the 22 children who were delayed in sitting, eight were premature, eleven were mentally retarded, and five were premature and mentally retarded. Of the thirty-six children who were delayed in walking, ten were prematurely born, sixteen mentally retarded and four mentally retarded and premature.

Abstracted by KIYOKO TAIRA, *University of Michigan*

Theriault, Douglas Joseph, "The Effect of Somnopedia in Aiding Recall With Subjects Having an Expressive Type of Dysphasic Loss," M.A. Thesis, University of Michigan, 1952.

The purpose of this investigation was to determine if the application of a new method, "Somnopedia," would aid in shortening the period of rehabilitation of dysphasic persons. Aural stimulus was reported and delivered to the subjects by means of the Dormiphone, an electric time-controlled phonograph which was adapted to play through under-pillow speakers while the subject slept. The investigation was carried out in two experiments. The results of the first experiment significantly indicate that learning without being aware of what was being learned took place. The results of the second experiment were highly significant: using the following technique, subdivided into

three phases (1. visual-aural stimulation just prior to sleep, 2. aural stimulation during sleep, and 3. reinforcement in the classroom the following day), the resulting data showed that the rate of learning increased while the time involved decreased with Somnopedic aid, as compared to regular classroom techniques.

Abstracted by D. J. THERIAULT, *University of Michigan*

Wickersham, Julia McDonald, "The Use of Oral Interpretation in a Speech Therapy Program of Children With Cerebral Palsy," M.A. Thesis, University of Florida, 1952.

The purpose of the study was to determine the value of using oral interpretation as a therapy for cerebral palsied speech cases.

The subjects were given a period of intensive training in techniques of oral interpretation and evaluations were based primarily on tape recordings which were made at the beginning and at the end of the period of study.

The results of the study indicated that the motor activity of speech is made easier when the cerebral palsied case is trained to forget himself by concentrating on what he is saying, rather than how he is saying it; that some evaluation can be made of the improvement in speech melody, variety in rhythm, force and intonation patterns as a result of such training.

The writer concluded that the fields of scientific speech therapy and the creative speech arts should recognize their mutual aims in achieving more effective communication for the cerebral palsied.

Abstracted by MARGARET C. MCCLELLAN, *University of Florida*

Wilson, Loraine Alta, "Articulation of Consonants and Speech Sound Discrimination of Blind Children in the Elementary Grades," M.A. Thesis, Indiana University, 1952.

The subjects studied were 294 elementary school children in grades one through six in five mid-western state schools for the blind. The age level varied from six to eighteen years with the greatest number of cases in the age bracket of nine to thirteen. Various objects were selected to elicit oral responses which contained words having sounds in the initial, medial and final positions for eighteen sounds, and words which had sounds in one and two positions for seven other sounds. The child

handled the object and then made his response. Errors were recorded on a speech-record form as omissions, substitutions or indistinct sounds. Many children—68.5 per cent—made perfect scores on the sound discrimination test. It is interesting to note that the tabulation of raw data showed a scattering of sound discrimination errors over many sections of sounds rather than a confining of errors to specific sound misarticulated.

Abstracted by J. EDWIN CULBERTSON, *Indiana University*

Wilson, Mary Jane McClintock, "A Comparative Study of the Defective Speech of Children Found in the Rural Area of Van Buren County and the Urban Area of the City of Muskegon," M.A. Thesis, Michigan State College, 1952.

The purpose of this study was to compare the defective speech of children in the rural area of Van Buren county (Michigan) and children in the urban area of the city of Muskegon (Michigan) to determine if differences and similarities existed as well as to determine if a need existed for programs of speech therapy. The subjects were selected from fifth and sixth grade classes in both areas either through a survey by the author or by teacher-referral, the latter being rechecked by a diagnostic speech test. It was found that 3.37% of the rural children and 3.58% of the urban children had speech defects. The urban children had a greater incidence of articulatory disorders, the rural children had a greater incidence of voice defects, and the incidence of stuttering was about the same for both areas. The number of subjects with special deviations (cleft palate, delayed speech, etc.) was too small for any conclusion to be drawn. The author concludes that there is a definite need for a program of speech therapy in both areas.

Abstracted by GORDON L. THOMAS, *Michigan State College*

VII. Speech Education

Eckelman, Dorothy Anne, "A Handbook of Public School Speech Correction," Ph.D. Thesis, State University of Iowa, 1952.

The purpose of this study was to assemble materials which could serve as a compendium of information for those who participate in the planning or administration of public

school speech correction programs in the United States.

Materials pertinent to the following categories are presented: (1) historical backgrounds of public school speech correction programs, (2) important trends in supervisory programs at the state level, (3) certification standards of each state, (4) organization and administration of local programs, (5) materials and equipment, (6) professional organizations related to speech correction programs, and (7) other organizations and agencies which might be of help to speech correctionists.

Also included are directories of certification officers in the United States and Territories, speech and hearing consultants, directors of special education in state education departments. Services for Crippled Children, State societies affiliated with the National Society for Crippled Children and Adults, and a partial listing of private residential schools for the cerebral palsied.

The study does not include basic principles and procedures of speech therapy.

Materials were compiled by the following methods: (1) perusal and inventory of the literature, including unpublished theses and state statutes; (2) correspondence with the United States Office of Education, state departments of education (particularly divisions of special education where these existed), and city supervisors of speech; (3) interviews with state and national supervisors and administrators; (4) visitation of public school programs and conferences with speech correctionists; (5) supervision and participation in public school speech and hearing surveys, and organization of new programs; and (6) inspection of available publications, equipment, movies, and other materials.

The materials concerning state programs and certification incorporate the most recently available information, via personal correspondence with each state department of public instruction, as of the fall of 1951.

Abstracted by RALPH R. LEUTENEGGER, *State University of Iowa*

Grosser, Lawrence William, "A Measurement of the Saliency and Content of Opinion Toward Public Speaking," Ph.D. Thesis, University of Michigan, 1952.

This study was undertaken to answer two primary questions: 1) To what degree is public speaking salient for the average college graduate? 2) What is the content of his opinion? By saliency is meant prominence or degree to

which the opinion is upper-most in the minds of the respondents. The principal consideration in an examination of the content of graduate's opinion is to establish the degree of pro-ness or con-ness of opinion toward the importance of public speaking as a skill and as a desirable course in the curriculum. The field of speech was restricted to platform speaking alone and to those outcomes associated with the practical course.

The writer utilized the current methodology of public opinion research. The total population consisted of graduates from the College of Literature, Science, and the Arts with A.B. or B.S. degrees granted during the period from 1921 to 1941. The population was sampled, face to face interviews were employed in gathering data, data were analyzed by coders and arrayed by tabulators using International Business Machines. Bias control was undertaken through the use of non-suggestive open-end questions administered in the field using the techniques of secrecy and anonymity.

The schedule of questions incorporated items of three kinds: those tendered to 1) all respondents; 2) respondents with previous training in public speaking; 3) respondents with no training—high school and extra-curricular activities excepted. The conclusions are arrayed in corresponding form. All Respondents.

1. A Satisfactory high degree of Crystallization of opinion was noted.

2. In saliency, although only a rough measure was attempted, public speaking ranked high, standing second only to English in number of times mentioned.

3. A majority of the respondents held public speaking important. Of the total sample ninety-one accorded it either high or highest in importance, five thought it was important in some ways but not in others, and only three considered it unimportant or unimportant with qualifications.

4. The intensity of these opinions was reflected in the number of respondents (eighty-nine) who would urge students entering college to take training in public speaking. A majority also believed that speech should be required course for all students and for either one or two semesters.

Respondents With Previous Training

5. A high degree of satisfaction with the kind of speech training these respondents had was evident. The majority had enjoyed their work and thought it valuable. Few believed the amount of training they had elected had been sufficient.

Respondents With No Training

6. The majority of graduates without training expressed the wish that they had taken training while in college. The remainder were divided among those who had enough in high school and those who for reasons of fear could not face the problem.

7. The values of training in public speaking were viewed realistically by those with no training. A comparison of the "expressed" values of those with training and the "hoped for" values of those without training showed an extremely close parallel.

Abstracted by LAWRENCE WILLIAM GROSSER,
University of Michigan

Jones, Horace Rodman, "The Development and Present Status of Beginning Speech Courses in the Colleges and Universities in The United States," Ph.D. Thesis, Northwestern University, 1952.

The first half of this study presents an historical analysis of the development of theories and practices in the teaching of college beginning speech courses in this country. The second half presents information, gathered by questionnaire and visitation, about current practices in the beginning courses of 318 colleges. The results of the survey of current practices are tabulated so that differences between sizes and types of schools and departments can be seen.

The following statements summarize the survey findings.

1. Approximately one-fourth of the schools had more than one beginning course. Frequently these were courses tailored to fit the interests of special groups of students.

2. About 35 percent of the schools provided some type of extra drill work to supplement the regular class meetings.

3. Most of the teachers conducting the courses had college degrees in speech.

4. In most schools, some or all of the students were required to take speech and generally there were no exemptions for these required students. The majority of schools did not section students according to ability or need, and generally the speech majors were not segregated from the rest of the students. Usually speech defectives were admitted to the beginning course and helped with their problems as the course went on.

5. The beginning course was generally basic to the department and was a prerequisite for further work in speech.

6. Speech fundamentals, public speaking, voice training, interpretation, and discussion were the most commonly stressed areas in the beginning course. The items which were most commonly thought of as fundamental were: communicativeness, acquisition of poise, voice control, speech composition, body control, and pronunciation and articulation. The most common aim of the course was to improve the everyday, functional speech of the students.

7. Many of the respondents felt that the type of school in which the course was being offered influenced the aims of the course, but fewer of them felt that the region in which the school existed had any influence.

8. A large majority of the schools did not require any memorization in the the course.

9. Much more class time was given to speech practice than to written work or understanding theory, and more of the final grade was based on performance than on knowledge of theory. Improvement was the most commonly considered item in determining the final grade.

10. More schools used rating charts than did not, but more schools did not use them at all than did use them for every performance. A majority of the schools had the students criticize each other, but they did not have them do so at the first performance. Most respondents indicated that interrupting the speaker for criticism was seldom or never done. Most of the schools kept the students informed of their progress or of their class standing. Grades were the most commonly used device for doing this.

11. In general, the students were given considerable freedom in choosing subject matter for their performances. There was a wide variety of first and final performances assigned, but a speech of self-introduction was the most common first performance, and a persuasive speech was very common final assignment although more schools allowed the students to choose what they wanted for the final performance.

12. In about one-fifth of the reporting schools there were provisions made for one or more assignments to be performed before an outside audience.

Some general trends were apparent in the development of beginning courses.

1. The trend from an interpretative approach, stressing declamation skill, to an extemporaneous speech approach is clear.

2. Also noticeable is the trend from an effort to make skilled performers to an effort to develop well rounded speech personalities. Con-

centration on platform drills has given way to emphasis on functional, everyday uses of speech.

3. There appears to be a greater similarity between courses now than there was early in the century, though several different types of courses have developed.

In conclusion, it appears that current practices are refinements of theories advocated early in the century, and the over-all movement has been a developing eclecticism.

Abstracted by ROD JONES, *University of Tulsa*

Thomas, Gordon Lawrie, "A Study of the Effect of Certain Elements of Oral Style on the Intelligibility of Informative Speeches," Ph.D. Thesis, Northwestern University, 1952.

This study was devised and executed to test whether instant intelligibility on the part of the public speaking audience demanded a particular style. Thomas showed that experts in the field believe that style in the public speech situation can be characterized as being "oral" or "non-oral" in nature.

Before objectively testing the above hypothesis preliminary questions were answered. It was shown that there is ample evidence to indicate that there are certain elements which are characteristic of the so-called "oral" style. It was also revealed that these characteristics can be objectively measured. Eight characteristics were isolated. These were: questions, specific words, colorful words, informality of vocabulary, figurative language, personalization, informality of syntax, and direct quotation. With this material at hand it was possible to construct two speeches which were indicative of the "oral" and the "non-oral" style.

The subjects chosen were two thousand freshmen, all of who were enrolled in a beginning Communications course. These students, in groups of approximately three hundred were tested in a regular weekly lecture period which all were required to attend.

The experiment consisted of two parts. First, the students listened to a speech which represented either the "oral" style or the "non oral" style. Secondly, they were objectively tested to discover the differences in intelligibility which resulted from hearing each speech. Half of the students heard one style and one-half the other style.

Certain controls over the testing situation were observed. The two speeches were constructed so that the material contained in each was relatively new to the listeners. Both speeches contained the same facts and followed

the same organization. Only the way of stating the facts was varied. Enough facts were inserted so as to permit the construction of a thirty-item objective test. Both speeches were equated as to length, and ability to attract immediate attention.

The results as found by Thomas are:

1. Literature of the speech field does support the belief that there are certain elements which are characteristic of "oral" style.

2. These elements can be synthesized and many of them have the quality of being easily identified and counted.

3. It is possible to construct speeches which differ from each other with respect to these elements of style only and not with respect to the factual material supplied.

4. A sufficiently reliable and valid test can be constructed to measure the amount of information gained by an audience from such a speech. The reliability of the test used was estimated as being between .50 and .60.

5. The "oral" style of the speech does positively affect significantly the audiences evaluation of the speaker's delivery.

6. A listener can usually identify the language or style of either the "oral" or the "non-oral" speech.

7. College students listening to a speech having "oral" style comprehended approximately 10% more material than did those listening to the same speech in a "non-oral" style.

Abstracted by FRED DOWLING, *Michigan State College*

Wagner, Lillian R., "The History of Speech Education in United States Elementary and Secondary Schools from 1800 to 1850," Ph.D. Thesis, University of Wisconsin, 1952.

The period, 1820-50, presents an interesting educational pattern which seems to reflect European education with the imprint of American originality. During the first two decades our elementary education represented approximately the same type of program which had been prevalent for the masses in Europe from the time of the Reformation. During this period our chief importations, such as the monitorial plan and the infant school, had been concerned with organizational changes which opened the school doors to a larger number of children. We were not concerned with those important newer philosophies of education growing out of work of Rousseau, Pestalozzi and others.

In our common schools the major emphasis was placed upon a closely integrated program of spelling and reading. The child proceeded from the alphabet to the abs, to words of one syllable, two, three, etc. In many schools, two-thirds of the time was spent upon reading, i.e., oral reading, which was taught in a mechanical fashion. The successful young reader learned to enunciate distinctly, to pronounce correctly, to "mind the stops and starts" and to "speak up loud." This mechanical approach to reading can be traced to the inadequately trained teachers, the barren curriculum reflecting the European pattern as well as a pioneer life offering few cultural advantages, and the importance of the elocutionary movement in rhetoric.

Secondary education, especially in the academies, offered a better program in speech training. Blair's text was frequently in use. Walker's and Scott's were also mentioned. Both elementary and secondary schools offered a variety of extra-curricular training in speech. These programs were for students only or for the general public. They varied in length from an hour to a complete day. These "exhibitions" or "quarterdays" were very popular at the time and enlarged upon what we might term speech training.

Among the forces which played a part in the development of education during the next three decades were the lyceums and libraries; the increased public interest in and demand for better educational opportunities; changes in school administration, especially that of tax support, state supervision, grading, and the addition of public high schools; the professional attitude in education with its societies, journals, conventions, and teacher training; and finally the influx of European philosophy.

In the schools themselves the curriculum was considerably broadened and a multitude of texts became available. The former integration due to a barren curriculum was gradually replaced by a new form of integration of courses which developed from the new basic approach to the purpose of education. The child himself grew in importance in the school; classes and texts were revamped in terms of his capacities and even of his interests. Educators, cognizant of the child's needs, pleaded that the subjects be taught in a practical manner and we noted evidences of this in spelling, grammar, composition and reading. The key emphasis in all seemed to be upon understanding.

In reading an attempt was made to make the student conform to a good norm of diction as well as to a more natural form of delivery.

Emphasis was placed upon understanding for both the performer and the audience. The movement toward belles lettres, which was an outgrowth both of the similar European movement and of our own emphasis placed upon a national American literature, undoubtedly played its part in this change.

More importance was placed upon the development of the child as an articulate individual. To this end listening habits and good conversational habits became of concern, not only in the classes but also in the extra-curricular work. The more formal, memorized selections were superseded in many schools by original selections. There was evidence, both in class and in the literary societies, of an emphasis upon the actual speaking situation where one had to "think on his feet." Undoubtedly lyceums played an important part in changing this pattern.

Finally there was the scientific aspect which encouraged not only improvements in teaching techniques, brought about by greater opportunities for professional training, but also aroused interest in the how and why of the production of speech sounds.

Thus this period, from 1820 to 1850, showed a significant improvement in the methods and attitudes toward voice, thought, language and attitude in speech. The period gave little indication of improvement in the study of action.

Abstracted by LILLIAN WAGNER, *University of Wisconsin*

Bache-Wiig, Barbara Jordan, "A Comparison of the Evaluations of Reading Defects and Speech Defects," M.S. Thesis, University of Minnesota, 1952.

The purpose was to discover (1) extent of agreement in judgments of recorded oral reading and speech of third-fourth graders among classroom teachers, reading therapists and speech therapists; (2) what specific speech or reading errors seem to be important when making judgments as to a given child's reading-speech; (3) whether overlapping judgments occur. Subjects were twelve classroom teachers of the third or fourth grades, three speech correctionists, seven remedial reading teachers all from the Milwaukee Public Schools, and two experienced speech pathologists and two experienced remedial reading specialists from the University of Minnesota. Subjects listened to and gave judgments of transcribed reading selections and speech tests of eight children having different degrees of good-poor speech, good-poor reading. Results showed better agreement among subjects in evaluating reading than in evaluating speech

performance, high agreement for over-all evaluation of oral reading, and low agreement for evaluation of specific reading errors. The reverse was true for speech. Substitutions and hesitations and sheer numbers of errors were important in judging oral reading and subjective factors, in addition to sound errors, were important in judging speech.

Abstracted by E. H. HENRIKSON, *University of Minnesota*

Bachman, Irene Shipley, "Teaching for Transfer in Speech," M.S. Thesis, University of Wisconsin, 1952.

The problem of this study centers in the education of students in public speaking classes with special reference to carry-over values from speech classes to other speaking situations. To provide a basis for original investigations of possibilities and limitations of transfer in speech three groups of college freshmen, a control group, a speech group, and an informal speech group, were judged while reading aloud literary selections at the beginning of the first semester and again at the end of the semester.

A rating scale was constructed and tested for use in judging speech abilities. The items of the rating scale were: diction, tempo, force, eye contact with the audience, mouth action, facial movement, posture, aliveness of body, platform manner, and audience response.

The findings indicate that the control group made little or no progress in speech performances with special references to the items in the rating scale. Those students who had training in speech classes and especially those students who were told what was expected in carry-over values showed a certain amount of transfer from speech classes to other speaking situations.

Abstracted by IRENE SHIPLEY BACHMAN, *York College*

Ellertson, Judson D., "A Study of Summer Theatres connected with Colleges and Universities," M.A. Thesis, Bowling Green State University, 1952.

The purpose of this study was to examine the pattern of organization among the several educational summer theatres and to gather information upon the function, operation and organization of the representative summer theatres.

The study is presented in chapters as follows: (2) history of the summer stock theatre, the educational summer stock theatre. (3) methods of the survey (4) operational procedure of the educational summer theatres at Hiram College, Denison University, Ohio State University, Antioch College and Bowling Green State Uni-

versity (5) general objectives and the production data of eighteen educational summer theatres (6) plays produced (7) theatre facilities and the housing arrangements (8) academic courses and the credit hours (9) financial arrangements of the educational summer theatres.

The conclusion of this study is that the educational summer theatres are providing an excellent training ground for young workers in the arts and crafts of the theatre and that they are making available a legitimate theatre to large sections of the country to help fulfill the demand for living theatre.

Abstracted by JUDSON ELLERTSON

Holzberger, Janet Dorothy, "Development of Consonant Articulation and Discrimination in the Speech of Kindergarten Children," M.A. Thesis, University of Colorado, 1952.

The present study was an investigation of the development of consonant articulation and discrimination in the speech of fifty kindergarten children over a period of five months. A total of four articulation and three sound discrimination tests were administered.

No statistical correlation was found between the articulation and discrimination test scores, but most articulation and discrimination errors were caused by the voiced and voiceless fricatives and the glides [w] and [r]. Substitution was the most frequent misarticulation, and blends were missed more frequently than consonant elements. The children showed more improvement on discrimination tests than on articulation tests, but the reasons for this can not be determined. Positions of consonants did not influence the difficulty of their articulation but the final position was harder to discriminate. Girls and boys articulated equally well, but girls discriminated sounds better than the boys.

Abstracted by ROBERT W. ALBRIGHT, *Cornell University*

Polzin, Donald Elmer, "Curricular and Extra-Curricular Speech Training at Illinois College: 1829-1900," M.A. Thesis, University of Illinois, 1952.

Curricular speech training at Illinois College from its founding in 1829 to the turn of the century was predominantly classical, with emphasis wavering between style and invention. Elocution received attention after 1877, but the conversational mode was favored by the end of the century.

This author has traced the speech training received by students in the two literary societies. Students delivered prepared and im-

promptu speeches and debates and criticized each other. The societies were considered a valuable auxiliary of classroom training in speaking and writing.

Abstracted by HALBERT E. GULLEY, *University of Illinois*

Roper, Marie Leonora, "Children's Theatre in the Rhett Elementary School, Charleston, South Carolina," M.A. Thesis, University of Michigan, 1952.

This thesis proposes to present the major characteristics of children's theatre; to show the development of children's theatre during the years 1940-1950; and to give a descriptive account of the children's theatre in the A. Burnet Rhett Elementary School, Charleston, South Carolina.

It has been found through this study that children's theatre generally has been devoted to plays suitable to children, but done by older groups for child audiences. This offers no outlet for children to express their creative abilities.

In this thesis the author has tried to prove through a descriptive analysis what her experience has been with a Children's Theatre in an elementary school, and some of the advantages of creativeness and self-expression achieved through child participation.

Abstracted by MARIE L. ROPER, *University of Michigan*

Rovner, Herbert Alan, "An Experimental Study in the Use of Role-Playing in Speech Therapy," M.A. Thesis, University of Michigan, 1952.

The purpose of the study was to suggest a means for the inclusion of role-playing in a speech therapy program and to compare the speech characteristics, language development and creative abilities of speech defectives and normals in a role-playing situation.

The subjects were forty-six children from the second, third and fourth grades of four Ann Arbor, Michigan public schools.

The subjects listened to a skeleton story and were then asked to role-play. The story was designed as a stimulus to the role-playing activity.

From the study, it was determined: (1) Speech training influences role-playing. (2) There were no significant differences in language development and creative abilities between speech defectives and normals in a role-playing situation.

Abstracted by HERBERT A. ROVNER, *University of Michigan*

Rowe, Elizabeth Whipple, "A History of Speech Education at the University of Maine, 1868-1940," M.A. Thesis, University of Maine, 1952.

The treatment, chronological in arrangement, was divided into three periods: 1868-1897; 1897-1920, and 1920-1940. Within each period there was a separate treatment of curricular speech and extracurricular speech activities.

A course in Rhetoric was introduced with the establishment of the University in 1868. Public Speaking first appeared in the curriculum in 1902. The Department of Public Speaking was organized in 1915. The first Bachelor of Arts Degree in Public Speaking was conferred in 1927. The name was changed, in 1939, from Department of Public Speaking to the Department of Speech, with Mark Bailey as its head.

The earliest extra-curricular speech activities were the Sophomore Declamations and Junior Exhibitions, begun in 1871. The first debating society was organized in 1897 and the first intercollegiate debates took place in 1905. A speech contest for secondary schools was begun in 1903 and has been held regularly since that time. Organized dramatic activities began in 1907. The appendices include faculty members, graduates of the department, prizes and awards, debate propositions, and dramatic productions.

Abstracted by WOFFORD G. GARDNER, *University of Maine*

Stevens, C., "The Teaching of English in Puerto Rico," M.A. Thesis, Louisiana State University, 1952.

This thesis investigates the status of the teaching of the English language in Puerto Rico. It traces the history of teaching of the language, devoting chapters to the administration of the various Commissioners of Education. Also it presents a brief discussion of the characteristics of Puerto Rican Spanish and the problems it presents in teaching English.

The writer concludes that "English in Puerto Rico may be characterized as a poorly learned, badly spoken foreign language which can be used in conversation by no more than one or two per cent of the native population." He believes that the present policies of teaching English "as a foreign language" are desirable. He recommends that more emphasis be placed on oral English, on a phonetic approach, and on the employment of a greater number of North American teachers.

Abstracted by WALDO W. BRADEN, *Louisiana State University*

GRADUATE THESES—AN INDEX OF GRADUATE WORK IN SPEECH, XX

FRANKLIN H. KNOWER
The Ohio State University

SECTION I

THIS report on graduate degrees in speech reveals several landmarks reached by the developing field of graduate speech education in American colleges and universities. We have now reported over ten thousand graduate degrees in speech. For the first time we report over one hundred doctorates. One hundred and eight institutions have reported conferring graduate degrees, ninety-five conferred them last year.

The University of Texas reports a doctorate degree for the first time. Institutions reporting the master's degree for the first time include DePauw University, Ithaca College, Kansas City University, Kansas State Teachers College at Emporia, The University of Mississippi, San Jose State College, and Southern Illinois University.

Table I contains data on the number of degrees which have been granted by reporting institutions. The degrees conferred in 1952 are indicated in parentheses. The fifth, seventh, and eighth columns indicated accumulated totals.

Section II provides the list of authors of theses and theses titles arranged alphabetically under the type of degree conferred and the institution conferring the degree. These titles are numbered to permit the indexing in Section III.

In Section III all titles are indexed according to the area of subject matter indicated by title. The index classification system includes seven major areas with a number of sub-classifications for most areas. Titles are classified in more than one area when titles so indicate. Doctorate thesis titles in the index are marked by an asterisk following the number.

TABLE I
INSTITUTIONAL SOURCES OF DEGREES GRANTED AND ACCUMULATED TOTALS

	MASTER'S DEGREES				DOCTOR'S DEGREES			Grand Total
	With Thesis 1952	Total	Without Thesis 1952	Total	Total	1952	Total	
Akron, University of		2			2			2
Alabama, University of	(10)	55		2	57			57
Arizona, University of	(2)	3			3			3
Art Institute of Chicago		14	(11)	11	25			25
Ball State Teachers College, Indiana	(5)	8			8			8
Baylor University	(2)	35			35			35
Bob Jones University		9	(3)	7	16			16
Boston University	(20)	57			57			57
Bowling Green State Univ.	(5)	17			17			17
Bradley University	(1)	6	(1)	6	12			12
Brigham Young University	(1)	6			6			6
Brooklyn College	(8)	35			35			35
California at Los Angeles, University of	(9)	31	(10)	10	41			41
Carnegie Institute of Technology	(5)	39	(1)	1	40			40
Catholic University	(23)	123			123			123
Colorado, University of	(6)	21			21			21
Colorado State College of Education		14		10	24			24

TABLE 1—Continued

Columbia College, Chicago		(12)	33	33			33
Columbia University							
Teachers College		(39)	1193	1198	(2)	50	1248
Cornell University	(1)	(6)	31	201	(2)	64	265
Denver University	(21)	(12)	12	314	(14)	39	353
DePauw University	(3)			3			3
Emerson College	(10)		17	43			43
Florida, University of	(10)			39			39
Florida State University	(3)			9			9
Fordham University	(4)			11			11
George Washington Univ.	(1)			4			4
Grinnell College				1			1
Hardin Simmons College				2			2
Hawaii, University of	(1)			21			21
Houston, University of	(1)	(33)	40	42			42
Illinois, University of	(5)	(17)	69	120	(3)	5	125
Indiana State Teachers							
College, Terre Haute	(1)		7	21			21
Indiana University	(6)	(2)	3	47			47
Iowa, State University of	(27)	(13)	86	782	(10)	131	813
Ithaca College	(3)			3			3
Johns Hopkins University	(2)			6			6
Kansas, University of	(4)			22			22
Kansas City, University of	(3)			3			3
Kansas State College	(2)	(1)	1	3			3
Kansas State Teachers							
College	(2)			2			2
Kent State University	(4)			24			24
Louisiana State University	(13)			169	(4)	34	203
Maine, University of	(1)			2			2
Marquette University	(2)			49			49
Maryland, University of	(4)			7			7
Miami, University of				2			2
Miami University	(1)			15			15
Michigan, University of	(35)		503	822	(10)	61	883
Michigan State College	(10)			64	(4)	4	68
Mills College		(4)	8	8			8
Minnesota, University of	(1)	(6)	46	123	(2)	17	140
Mississippi, University of	(1)			1			1
Missouri, University of		(3)	9	52	(1)	6	58
Nebraska, University of	(7)			34			34
New Mexico, University of	(2)			2			2
New Mexico State College				8			8
New York University		(19)	55	56	(3)	14	70
North Carolina, Univ. of	(15)			47			47
Northwestern University	(2)	(96)	872	1151	(20)	132	1283
Occidental College		(2)	3	4			4
The Ohio State University	(22)			165	(4)	26	191
Ohio University	(5)			39			39
Ohio Wesleyan University				33			33
Oklahoma, University of	(7)			74			74
Oklahoma A. and M.				1			1
Oregon, University of	(2)		3	19			19
Pacific, College of	(3)			34			34
Pennsylvania State College	(8)		17	59	(1)	4	63
Pittsburgh, University of	(13)			34			34
Purdue University	(2)	(5)	20	44		6	50
Queens College	(1)			3			3
Redlands, University of	(3)		5	29			29
Richmond Professional							
Institute	(4)			7			7
Rockford College				1			1
Saint Louis University		(3)	3	7			7
San Francisco State College		(3)	10	10			10
San Jose State College	(1)			1			1
Seventh Day Adventist Theo-							
logical Seminary (Wash.)				5			5

TABLE I—Continued

Smith College	(1)	6			6			6
South Dakota University	(4)	33			33			33
Southern California, University of	(26)	259	(13)	427	686	(11)	67	753
Southern Illinois University	(3)	3			3			3
Southern Methodist Univ.	(3)	10	(2)	2	12			12
Stanford University	(10)	120			120	(4)	14	134
Sul Ross State College Tex.		5			5			5
Syracuse University	(6)	48	(35)	43	91	(1)	5	95
Temple University	(2)	10	(2)	5	15			15
Tennessee, University	(2)	15			15			15
Tennessee Agricultural and Industrial State Univ.	(2)	6			6			6
Texas, University of	(16)	63			63	(1)	1	64
Texas Christian University	(1)	10			10			10
Texas State College for Women	(3)	29			29			29
Tulane University		2			2			2
Tulsa, University of	(3)	5			5			5
Utah, University of	(7)	56			56	(2)	6	62
Utah State Agric. College		4			4			4
Virginia, University of	(6)	15	(3)	3	18			18
Washington, State College of	(1)	23	(1)	1	24			24
Washington, University of	(13)	161			161			161
Washington University		4			4			4
Wayne University	(4)	73	(2)	61	134			134
West Texas State College	(4)	13			13			13
West Virginia University	(2)	11	(1)	1	12			12
Western Reserve University		1	(27)	344	345	(2)	9	354
Whittier College	(5)	19			19			19
Wichita, University of	(1)	21			21			21
Wisconsin, University of	(19)	450	(3)	47	497	(9)	117	614
Wyoming, University of		3			3			3
Yale University	(40)	196		172	368		17	385
Totals	(560)	5,264	(391)	4,205	9,469	(110)	822	10,291

SECTION II

TITLES

UNIVERSITY OF ALABAMA

1952

M.A. Theses

5426. Booras, Mary Alice, A Case Study of the Speeches of the Birmingham, Alabama, Populist Party Convention, September 15-16, 1892.
5427. Cawood, Myrtle M., Maxwell Anderson's Use of Historical Fact in *Elizabeth the Queen*.
5428. Croen, Lawrence Spencer, An Analysis and Prompt Book of *Aside from Women*, an Original Arena Production.
5429. Curry, Phillip G., The Study of Speech in Interpersonal Relationships: 9. Techniques for Measuring Duration of Audible Behavior in Sound Motion Pictures.
5430. Etheredge, Cecil D., An Analysis of the Speech Education of Protestant Ministers in Four Selected Denominations in Twelve Southern States.

5431. Harwood, Arlette B., The Study of Speech in Interpersonal Relationships: 8. Techniques for Measuring Time Relationships in Tape-Recorded Conversations.
5432. Lorange, Robert T., A History of Speech Activities at the University of Alabama, 1831-1865.
5433. Matis, Edward Eugene, An Analysis of Hearing Acuity in Two Public Schools.
5434. Smith, Wofford K., An Analysis of the Dynamic Factors in Selected Speeches of Booker T. Washington to the Students of Tuskegee Institute.
5435. Stafford, Patricia, The Study of Speech in Interpersonal Relationships: 10. Techniques for Analyzing Group Conversations.

UNIVERSITY OF ARIZONA

1952

M.A. Theses

5436. Abosketes, Mary Ann, A Producing Director's Approach to an Arena Produc-

tion of Shakespeare's *Measure for Measure*.

5437. Kirby, John J., The Place of Emotion in Non-Dramatic Arts Temporary American Acting.

BALL STATE TEACHERS COLLEGE
1952

M.A. Theses

5438. Baker, Marvin G., A Study of the Pronunciation of Names of Places and People in Howard County.
5439. Mehnert, Ruth, Attitudes of Elementary Teachers Toward Infantile Perseveration.
5440. McClure, Helen Sonafank, A Study of the Existing Relationship Between Articulatory Speech Defects and Related Disabilities Including Reading.
5441. Reed, Cervia S., The Attitude of Parents Toward the Development of Speech in Their Children.
5442. Twining, J. Dean, Educational Achievement and Non-Verbal Intelligence Among Deaf School Children.

BAYLOR UNIVERSITY
1952

M.A. Theses

5443. Brady, June Busey, History and Analysis of Oral Interpretation Activities.
5444. Clevenger, Theodore Jr., Concepts of Limitations of Freedom of Speech in the United States in Times of National Emergency.

BOSTON UNIVERSITY
1952

M.A. Theses

5445. Kittross, John Michael, A Study of the Audience of the Non-Commercial Frequency Modulation Radio Stations in the Boston Area Together with Listening Habits and Program Preference.
5446. McConarty, Elizabeth M., An Analysis and Evaluation of a Public Relations Program by Radio in the Public Schools of Quincy, Massachusetts.
5447. Nowak, Thaddeus Francis, A Preparation of a Series of Radio Scripts on the Chief Agricultural Products Grown Within the United States of America.
5448. Singer, Saul Leonard, A Series of Thirteen Original Radio Programs on Music Appreciation for Students in Grades Five, Six and Seven, Designed for In-School Listening.

M.Ed. Theses

5449. Dumbleton, Charles F., An Analysis of the Relationships Between Speech and Reading Abilities of Four Hundred and Twenty-Five First Grade Children.
5450. Fabian, Frederick E., An Analysis of the Relationship of Speaker Attitudes, Speaking Abilities, and Audience Reactions at the Eighth and Eleventh Grade Levels.
5451. Fulton, Lawrence E., An Analysis of the Relationships Between Speech and Reading Abilities of Four Hundred and Twenty-Five First Grade Children.
5452. Harrington, Kathleen V., Building Evaluative Criteria for Speech and Oral Language in the Elementary School.
5453. Harrington, Raymond Edgar, An Analysis of Audience Reactions to the Speaker at the Eleventh Grade Level.
5454. Herman, Kenneth, Analysis of Literature on Psychological Factors in the Etiology of Delayed Speech, with Emphasis on Child-Parent Relationships.
5455. Kelley, Mary Jane, The Construction of a Paragraph Type Voice and Articulation Test for Intermediate Grades.
5456. Leary, Mary E., An Analysis of the Relationships Between Speech and Reading Abilities of Four Hundred and Twenty-Five First Grade Children.
5457. Moran, Marion C., Suggested Hearing Conservation Program for a Public School of 13,000 Pupils.
5458. Moreau, Leonard Joseph, Analysis of Attitudes Among Classroom Teachers Toward a Child with a Speech Handicap.
5459. Nakashian, Phyllis M., An Analysis of the Relationships Between Speech and Reading Abilities of Four Hundred and Twenty-Five First Grade Children.
5460. Simmerman, Amy-Jean, An Analysis of the Relationships Between Speech and Reading Abilities of Four Hundred and Twenty-Five First Grade Children.
5461. Taborn, Marion Elizabeth, An Analysis of Children's Poetry for Material Suitable for Use in Speech Correction and Speech Improvement in the Elementary Grades.
5462. Tikosen, Grace, An Analysis of the Effectiveness of a Voice Improvement Program in a Third Grade Class.
5463. Wells, Esther M., The Construction of a Paragraph Type Articulation Test.
5464. Wise, Pauline K., An Analysis of the Relationships Between Speech and Reading

Abilities of Four Hundred and Twenty-Five First Grade Children.

BOWLING GREEN STATE UNIVERSITY
1952

M.A. Theses

- 5465. Arnold, F. W., A Guide for the Evaluation and Selection of Equipment and Materials for Use by the Public School Speech and Hearing Therapist.
- 5466. Blalock, N. V., A Review of the Available Literature on the Psychological Testing of the Brain-Injured Child.
- 5467. Ellertson, J. D., A Study of Summer Theatres Connected with Colleges and Universities.
- 5468. Ruland, D. S., Integrating Techniques of Speech Therapy Employed in the Habilitation of the Cerebral Palsied Child.
- 5469. Smith, W. E., A Comparison of the Responses of Stutterers and Non-Stutterers in a College Population on the Rotter Incomplete Sentences Blank.

BRADLEY UNIVERSITY
1952

M.A. Thesis

- 5470. Clopper, Paul, Group Therapy for Stutterers—an Experimental Thesis.

BRIGHAM YOUNG UNIVERSITY
1952

M.A. Thesis

- 5471. Davidson, G. Don, The Construction of an Instrument for Measuring the Reported Attitude and Effect-on-Values Concept of the Stutterer and Others Relative to Their Speech Characteristics.

BROOKLYN COLLEGE
1952

M.A. Theses

- 5472. Adler, Seymour, Clang Associations in Aphasia.
- 5473. Bloodstein, Annette, A Study of Stutterers' Interpretations of Listeners' Facial Reaction to Stuttered Speech.
- 5474. Jaeger, William, A Study of Parental Standards of Childhood Fluency.
- 5475. Markwitz, Adele, Hearing Problems in Cerebral Palsied Children.
- 5476. Meltzer, Flora, Sensitivity of Adults to Non-fluency of Speech.
- 5477. Nober, Earl Harris, Professionalism and Commercialism in the Sale of Hearing Aids.

5478. Robbins, Myra, Word Associations in Aphasia.

5479. Tureen, Jack, A Study of Parental Standards of Childhood Fluency.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES
1952

M.A. Theses

- 5480. Arnold, Newton Dennis, *The Short Wall*. (A Thesis Motion Picture)
- 5481. Eshleman, Richard Edwin, *The Widow Andronow*, A Translation of Racine's *Andromaque*.
- 5482. Haimsohn, Gilbert H., Makeup for the Theatre.
- 5483. Hardman, Richards Lynden, *Treasure in a Garbage Can*. (A Thesis Motion Picture).
- 5484. Hawkins, Richard, An Initial Investigation of the Problems of Editing the Dramatic Stereoscopic Film.
- 5485. Jordan, Mildred R., Shakespeare's Theatre: The Globe Playhouse. (A Thesis Motion Picture)
- 5486. Jordan, William E., Shakespeare's Theatre: The Globe Playhouse. (A Thesis Motion Picture)
- 5487. Perkins, Walter Berry, *Treasure in a Garbage Can*. (A Thesis Motion Picture)
- 5488. Shank, Theodore J., Garnet Holme: California Pageant Maker.

CARNEGIE INSTITUTE OF TECHNOLOGY
1952

M.A. Theses

- 5489. Armstrong, Jean, An Evaluation of the Recreational Aspects of Non-Professional Theatre.
- 5490. Conrad, Charles, *The Commedia Dell'Arte*.
- 5491. Farnol, Barry, The Greek Style of Acting.
- 5492. Peacock, Gordon, Historical Cretan Dress.
- 5493. Scanga, Richard V., The Psychology of Lighting and Color as it Pertains to Stage Lighting with Emphasis on the Director's Viewpoint.

CATHOLIC UNIVERSITY
1952

M.A. Theses

- 5494. Barnett, Patricia, A Translation and Introductory Explanation of *El Otro*, a Spanish Play by Miguel de Unamuno.
- 5495. Behringer, Margaret E., Incidents of Speech Defects Found Among Children in the First, Fifth, and Eighth Grades of the Washington, D. C., Parochial Schools

5496. Blinkhorn, Sister Agnes Richardo, An Examination of the Dramatic Structure of the Plays of Sir James Matthew Barrie.
5497. Camuti, Louis Jr., Translation from Italian to English of the Three-act Play, *Glauco*, by Ercole Luigi Morselli.
5498. Daley, Guilbert A., A Further Investigation of the Comic-Wench Tradition as an Influence on Shakespeare's Last Comedies.
5499. Dessel, Sister Mary Francis Joseph, O. S. F., A Critical Analysis of the Structure and Form of Selected Plays of Dion Boucicault.
5500. Doyle, Edward L., The Problem of Aesthetic Distance in Greek, Elizabethan, and Modern Arena Staging.
5501. Kelly, Reverend Francis X., O.S.A., An Adaptation of the Medieval Play: *The Miraculous Bread of Saint Nicholas of Tolintine*, with Introduction and Notes.
5502. Kubasik, Benjamin, The History of the Civic Repertory Company of New York, N. Y.
5503. Marzocco, John, Four Acting Portrayals of the Role of King Lear from the Eighteenth to the Twentieth Century.
5504. O'Connor, Sister M. Ernesta, S.S.J., G. K. Chesterton as a Dramatist.
5505. Ross, Elizabeth Wheeler, A Comparative Study of the Application of the Elements of Drama to Comedy and Tragedy as Contained in Selected Modern Theories of Dramaturgy.
5506. Shea, Patricia A., The Use of Drugs in the Speech Training of the Cerebral Palsied Child.
5507. Smith, Sister Rose Josephine, A Study of the Mythological and Legendary Material in the Plays of William Butler Yeats, Lady Augusta Gregory, and George William Russell (A.E.).
5508. Thaler, Barbara Jarnagin, An Investigation of the Theory and the Influence of Francois Delsarte's System of Expression.
5509. Wolf, Sister Mary Merele, S.N.D., A Comparative Analysis of the Plot Sequence of Selected Novels and their Dramatizations.
- M.F.A. Theses*
5510. Davitt, Alice, A Production Study and Text of *The Straw Hat*.
5511. Dietz, J. Robert, An Original Three-Act Play.
5512. Hall, E. Barton, Production Study and Prompt Text of Aristophanes' *The Birds*.
5513. Ostrowski, William L., *Berkley Fair*, the book for an Original, Full-Length, Two-Act Musical Comedy.
5514. Rowan, Thomas F., An Original Full-Length Play Tentatively Entitled *The Rude Awakening*.
5515. Starrs, William M., An Original Play.
5516. Vincent, Paul James, An Original Three-Act Play Entitled *The Friends*.
- UNIVERSITY OF COLORADO
1952
- M.A. Theses*
5517. Bowyer, Frances Esther, James E. Murdoch, the Elocutionist.
5518. Goolsby, Christine Bryan, Emerson's Theory and Use of Emotional Appeal.
5519. Hale, Mabel Mary, A Study of Inter-scholastic Debate: Its Potentialities and Deficiencies in the Present-Day High School Curriculum.
5520. Holzberger, Janet, Development of Consonant Articulation and Discrimination in the Speech of Kindergarten Children.
5521. Jackson, Elnora, A Survey of the Incidence and Types of Speech Defects in Grades 4, 5, 6, and 8, of the Booker T. Washington School, Wichita Falls, Texas.
5522. Oliver, Marijo Wayde, An Analysis of Woodrow Wilson's Use of Invention in his Speeches on Education.
- COLUMBIA UNIVERSITY TEACHERS COLLEGE
1952
- Ph.D. Theses*
5523. Goldstein, Bernard J., The Comprehension of Poetry: A Study of 200 College Women's Responses to Poetry.
5524. O'Connor, Lillian, The Public Speaking Activities of Women, 1828-1861.
- CORNELL UNIVERSITY
1952
- M.A. Theses*
5525. Bernitz, Joan Evelyn Goodman, Variations and Consistencies in the Pronunciation Patterns of Alabama English.
- Ph.D. Theses*
5526. Hansen, Edwin Russell, Space in the Theatre: Its Use and Significance.
5527. Walker, John Anthony, The Functions of Stage Lighting in the Changing Concepts of Stage Design.

DENVER UNIVERSITY

1952

M.A. Theses

5528. Akiyama, Joseph Stuart, Some Effects of the Motion Picture, "Dust or Destiny," Upon the Attitude of College Students Toward God.
5529. Baily, Albert Lang, Ship Designed for a Coastal Repertory Theatre.
5530. Cade, Alice, An Adaptation of *A Midsummer Night's Dream* by William Shakespeare.
5531. Crocker, George C., A Production of *Shakespeare, New Mexico* by John B. Tarver.
5532. Golladay, Gertrude, The Singed Wings, Poetry and Explication, Introduced by a Discussion of Method.
5533. Hanauer, Kate N., An Experimental Study Using the Marble Board Test as a Tool for Diagnosing Brain Injury in Mentally Retarded Children.
5534. Johnson, Julius Anselm, An Investigative Study of the Present Commercial Assembly Program Situation in the High Schools in the United States.
5535. Kimball, Stanley, Frantisek Langer's *The Eastern Watch*, A Project in Translation and Adaptation.
5536. Lindemann, Virginia Elizabeth, *Song of the Creatures*, An Original Drama.
5537. McIntosh, Ruby C., Supplementary Text to the History of Expressionism and its Influence on the Author.
5538. Morris, James H., Building a Costume Wardrobe for the Low Budget Dramatic Organization.
5539. Parlova, Frederic O., Group Approach to the Learning of a Complex Motor Skill.
5540. Schmidt, Karl Archibald, The Baroque Spirit: Vigor, Vitality, Splendor.
5541. Smith, W. Lynn, Investigation of Subject Reactions to Interviewers' Affective Variations, an Exploratory Study.
5542. Stelkovic, Elizabeth L., An Investigation of Methods for an Efficient and Effective Presentation of Devices Which Speakers Use to Gain Attention.
5543. Stelkovic, Walter J., An Investigation of Methods for an Efficient and Effective Presentation of Devices Which Speakers Use to Gain Attention.
5544. Taggett, G. Victor, A Promotion Manual for College Theaters.
5545. Tarver, John B., *Shakespeare, New Mexico* an Original Drama of the Southwest.

5546. Torrence, Franklin Albert Jr., A Proposed Teacher-Training Program for Teachers of Basic Communication.

5547. Woodward, Dan H., Investigation of Subject Reactions to Interviewers' Affective Variations, an Exploratory Study.

M.Ed. Theses

5548. Jeffs, William I., An All School Program for Improvement of Mechanics of Expression at West High School.

Ph.D. Theses

5549. Allison, James D., A Study of Some Concepts of Social Justice in the Published Plays of Elmer Rice.
5550. Boyd, Natasha Dorf, Graphics as a Tool in Communicating Certain Formulations of General Semantics.
5551. Dace, Edwin Wallace, Psychological Melodrama in Modern Opera with Translations of Two Representative Works, *Erwartung* and *Wozzeck*, and an Original Libretto, *Captain Mark*.
5552. Douty, John T., Scenic Styles in the Modern American Theatre.
5553. Gilford, Charles Bernard, A Critical Survey of the Morality Play.
5554. Gormley, W. Paul, A Critical Analysis and Evaluation of Ten Major Addresses Delivered Before Joint Sessions of Congress During the Period 1941-1951 By Means of General Semantics Criteria of Rhetorical Criticism.
5555. Iverson, Norman E., A Descriptive Study of Some Personality Relationships Underlying a Range of Speaker Confidence, As Determined by the Thematic Apperception Test.
5556. Kendall, Robert E., Three Plays by Eduardo De Filippo—a Translation.
5557. Smith, E. Debs, A Relating of Several Formulations From General Semantics to Certain Teachings and Communication Methods of Jesus as Reported in the Synoptic Gospels of Matthew, Mark, and Luke.
5558. Spring, Joseph Edward, Two Restoration Adaptations of Shakespeare's Plays—*Sauny The Scot*; or, *The Taming of the Shrew* by John Lacy and *The History and Fall of Caius Marius*, Thomas Otway's Appropriation of *Romeo and Juliet*.
5559. Stromer, Walter Francis, An Investigation Into Some of the Relations Between Reading, Listening, and Intelligence.
5560. Tolliver, Crannell, Speech Training Needs of Public School Teachers.

Ed.D. Theses

5561. Smith, Mary Neal, Action Research to Improve Parent-Teacher Discussion Groups.
5562. Tuan, Render D., A Proposed Program in Radio Education for the University of Colorado.

DE PAUW UNIVERSITY
1952

M.A. Theses

5563. Culver, John, A Handbook for Organization and Operation of Low Power Frequency Modulation Educational Radio Stations.
5564. Dappert, Charles, The Low-Powered FM Educational Radio Station as a Community Service.
5565. Wyka, Frank, wrote three original full length plays I. *Always Tomorrow*, II. *Benny*, III. *Summer Star*.

EMERSON COLLEGE
1952

M.A. Theses

5566. Bates, Stanley Wellington, A Study of Telephone Sales Procedures.
5567. Eastman, Mary Albertina, Blindness as a Factor in the Cause of Defective Speech.
5568. Krikorian, Norman Sarkis, The History of the Armenian Theatre.
5569. Novack, Harry S., Speech Improvement Procedures for the Classroom Teacher in the Elementary School.
5570. Parkhill, Frances Neily, The Dominion Drama Festival: Its History, Organization, and Influence.
5571. Silverman, Sarah Libby, A Study of Outlining in Relation to Speech.
5572. Smith, Enid Severy, Good Speech through Character Building.
5573. Steel, Charles Archelaus, A three-act play, *Larger than the Cat*.
5574. Thomas, Harold Leonard, A Survey of Speech and Drama of Secondary Schools in Massachusetts.
5575. Wright, Warren Earl, A Survey of the Speech Needs and Attitudes of Businessmen in the Greater Boston Area.

UNIVERSITY OF FLORIDA
1952

M.A. Theses

5576. Evans, James Herschel, Recent Staging of Ringling Brothers and Barnum and Bailey Circus.

5577. Kilgore, David, A Study of Jo Mielziner and His Theatre Design.

5578. King, Carolyn Virginia, Guides to the Teaching of Speech in Florida Elementary Schools.

5579. McLellan, Von Nelle Byrd, A Manual of Experiences in Sound for Use in Speech Training in Elementary Grades.

5580. Ritter, Charles C., A Study and Production Book of *The Scarecrow* by Percy MacKaye.

5581. Sanders, James Wilton, A Study of the Growth and Development of Radio Broadcasting in the United States from 1920 to 1950.

5582. Vincent, Walter Ernest Jr., An Analytical Survey of the Staging Facilities in the Secondary Schools of the State of Florida.

5583. Wickersham, Julia McDonald, The Use of Oral Interpretation in a Speech Therapy Program of Children with Cerebral Palsy.

5584. Wolff, Florabel H., The Influence of James Rush's *The Philosophy of the Human Voice* on Selected Writers of Speech.

5585. Wood, Beaton, The Effects of Specialized Speech Training on Selected Feeble-Minded Subjects at the Florida Farm Colony.

FLORIDA STATE UNIVERSITY
1952

M.A. Theses

5586. High, Charles, A Study of Certain Auditory Functions and Abilities in Good and Poor Listeners.

5587. Langenfass, George, A Director's Study of Ben Johnson's *The Devil is an Ass*.

5588. Mader, John, The Relative Frequency of Occurrence of English Consonant Sounds in Words in the Speech of Children in Grades One, Two, and Three.

FORDHAM UNIVERSITY
1952

M.A. Thesis

5589. Cosgrove, Edward P., William Shakespeare's *The Tragedy of Julius Caesar*. A Television Adaptation.

5590. D'Anjou, Richard, *The Frauds of Scapin*. A Practical Actors' Version of *Les Fourberies De Scapin* by Moliere.

5591. Emerich, Robert G., *Oedipus Rex* by Sophocles. An Interpretation and Production for a Modern Audience.

5592. Petretti, Helen C., *The Spider's Path*. An Adaptation of *Richard III* by William Shakespeare.

GEORGE WASHINGTON UNIVERSITY

1952

M.A. Thesis

5593. Black, Mary Childs, *The Theatre in Colonial Annapolis (Md.)*.

UNIVERSITY OF HAWAII

1952

M.A. Thesis

5594. Herron, Patricia, *The Psychological Climate Provided Stutterers by the Elementary Schools in Honolulu*.

UNIVERSITY OF HOUSTON

1952

M.A. Thesis

5595. Bailey, Louis Garland, *An Evaluation of Educational Television in the Houston Area*.

UNIVERSITY OF ILLINOIS

1952

M.A. Theses

5596. Crider, Kenneth Gordon, Charles A. Beard's Treatment of Speakers and Speaking.
5597. Duncan, Charles Finlay, Alexander Campbell as a Controversialist as Revealed in Debate with Robert Owen.
5598. Highlander, James Lee, *An Historical Study of the New Theatre and the Robertson Players, of Chicago, (1906-08)*.
5599. Jordon, Evan Paul, *A Comparative Investigation of Impromptu Speaking and Oral Reading Under Conditions of Delayed Auditory Feedback*.
5600. Polzin, Donald Elmer, *Curricular and Extra-Curricular Speech Training at Illinois College 1829-1900*.

Ph.D. Theses

5601. Brubaker, Robert Stewart, *An Experimental Investigation of Speech Disturbance as a Function of the Intensity of Delayed Auditory Feedback*.
5602. Hull, Forrest Melvin, *An Experimental Investigation of Speech Disturbance as a Function of the Frequency Distortion of Delayed Auditory Feedback*.
5603. Huntington, Dorothy A., *An Experimental Investigation of the Relationships Between Auditory Abilities and the Speech Disturbances Produced by Delayed Auditory Feedback*.

INDIANA STATE TEACHERS COLLEGE, TERRE HAUTE

1952

M.A. Thesis

5604. Swisher, Grace Lillian, *Speech Character-*

istics of Alexander Campbell as Shown in the Remarks of His Contemporaries and His Successors.

INDIANA UNIVERSITY

1952

M.A. Theses

5605. Bristow, Eugene K., *A Comparative Study of Two Indiana Playwrights, Booth Tarkington and William Vaughn Moody*.
5606. Golden, Joseph, *Voter's Choice, The Writing and Producing of an Original Full Length Play*.
5607. Hamilton, Christiam, *The Curve of the Earth—The Writing and Production of an Original Full Length Play*.
5608. Risley, Hobart L., *A Study of the Requirements of Secondary Educational Theatre Plants with an Evaluation of a Representative Number of High School Theatres in the State of Indiana*.
5609. Summers, Hobart L., *Perception vs. Production Skills in Analyzing Speech Sounds for Words*.
5610. Ward, Mrs. Jane M., *Abe Martin Says, a Play*.

STATE UNIVERSITY OF IOWA

1952

M.A. Theses

5611. Baird, Helen Louise, *Costume Designs for Shenandoah* by Bronson Howard.
5612. Flanders, Mark Wilson, *A Project in Design for a Production of Dion Boucicault's Play Arrahna-pogue*.
5613. Gerk, William Ralph, *An Analysis of the Use of Humor in Three Representative Speeches of Will Rogers*.
5614. Gillespie, Charles R., *A Project in Acting: an Analysis and Evaluation of Four Roles Performed at the University Theatre*.
5615. Goudy, John Winston, *A Rhetorical Criticism of the Persuasive Techniques of Senator Arthur Vandenberg in his European Recovery Program Speech of March 1, 1948*.
5616. Grummer, Arnold Edward, *Last Chance Theatre (a series of radio scripts to be heard by drivers)*.
5617. Hennessy, Natalie Anne, *The Speech Education of John Adams*.
5618. Hoag, William Conlee, *The Extent to Which Discussion is Used as a Teaching Technique in the High Schools of Johnson County and Vicinity*.

5619. Hutchings, Billie Louise, A Producing Director's Study Designs and Prompt Book for *The Two Orphans* by Adoulphe Dennerly and Eugene Cormon.
5620. Joseph, Michael Stephen Lionel, *What Would Mildred Have Said?*—a play.
5621. Kennel, LeRoy Eldon, A Rhetorical Criticism of Three Sermons by John S. Coffman, Nineteenth Century Mennonite Educator and Evangelist.
5622. Lamb Sybil V., Development and Use of a Unit on Adaption to the Speaking Situation in the Beginning Course at Dubuque Senior High School.
5623. Lauber, Joseph Lincoln, An Analysis and Evaluation of General MacArthur's Address to Congress April 19, 1951.
5624. Lerea, Louis, An Exploratory Investigation of the Subjective Intra-Cranial Auditory Phenomenon.
5625. Linke, Charles Eugene, A Study of the Influence of Certain Vowel Types on Degree of Harsh Voice Quality.
5626. Moody, Stanley Everett, Transition Methods in Three Modern Plays.
5627. Reynolds, Richard Ray, An Analysis and Criticism of Recent Research in Discussion.
5628. Schultz, Mavis A., A Study of the Speech Programs and Background and Training of Teachers in Two Representative Iowa Counties.
5629. Setterberg, Richard Carl, A Study of the Audience of Radio Station WSUL.
5630. Stansell, Barbara Josephine, The Establishment of the Speech Therapy Program in the Iowa Annie Wittenmyer Home, Davenport, Iowa.
5631. Streeter, John Lear, Plans and Specifications for a Proposed Stage and Auditorium Addition to the University High School at Iowa City, Iowa.
5632. Tucker, Bonnie Faye, Methods of Speech Preparation Employed by Thirty-Four Representative Present Day American Speakers.
5633. Ulrich, John Holway, Libretto for an opera.
5634. Ulrich, Reva Jeanne Hatch, The Production Design of Three Television Productions.
5635. Umland, Frances Artley, Costume Designs for a Production of *The Streets of New York*.
5636. Van Fleet, Mary Jean, A Study in Acting: the Analysis and Performance of Three Major Roles in the Theatre.
5637. West, Gertrude May, The Growth and Development of Speech Pathology and Audiology in the United States During the First Twenty Years of the Twentieth Century.

Ph.D. Theses

5638. Baker, Merrill Townsend, A Rhetorical Analysis of Thomas Erskine's Courtroom Defenses in Cases Involving Seditious Libel.
5639. Cohen, Edwin, A Comparison of Oral Reading and Spontaneous Speech of Stutterers with Special Reference to the Adaptation and Consistency Effects.
5640. Dallinger, Carl Arthur, History of Speech Training at William Jewell College and Park College 1850-1940.
5641. Dewey, Walter Safford, The Use of Visual Aids in the Teaching of Stage Lighting.
5642. Eckelmann, Dorothy Anne, A Manual and Handbook of Public School Speech Correction.
5643. Haakenson, Robert Howard, A Study of Major Network Discussion Programs Televised During the Period January through May, 1951.
5644. Hanley, Clair Norton, A Factor Analysis Study of Speech Perception.
5645. Langworthy, Helen, The Theater in the Frontier Cities of Lexington, Kentucky, and Cincinnati, Ohio, 1797-1835.
5646. Linn, Edmund Holt, The Rheotrical Theory and Practice of Harry Emerson Fosdick.
5647. Peterson, Owen Maurice, A Description and Analysis of the Speaking in the Democratic National Convention of 1860.

ITHACA COLLEGE

1952

M.A. Theses

5648. Coppola, William J., The Preparation and Execution of the Preliminary Chapters of a History of the Theatre for Children.
5649. Mallia, William M. Jr., An Experimental Treatment of Radio as a Rehabilitation Therapy in a Veteran's Administration Neuropsychiatric Hospital.
5650. Speer, Elmer Atwood Jr., A Personal Study of Problems Involved in Drama Productions at a Veteran's Administration Neuropsychiatric Hospital.

JOHNS HOPKINS UNIVERSITY

1952

M.A. Theses

5651. Bock, Phoebe, The Distortion of Vowels and Diphthongs in the Speech of Baltimore School Children.
5652. Corrigan, Robert, *Antigone and the Modern Theatre*.

UNIVERSITY OF KANSAS

1952

M.A. Theses

5653. Lessenden, Edith Fleming, An Experimental Study of Growth in Responsiveness Through Speech Education.
5654. Rea, Tom P., An Analysis of Direction Problems in a Production of *The Lady's Not For Burning*.
5655. Sulston, Kenneth H., A Preliminary Investigation into the Teaching of Speech on the Seminary Level.
5656. Wright, Darlene Van Biber, Survey of Little Theatre Activities in Kansas City, Missouri.

UNIVERSITY OF KANSAS CITY

1952

M.A. Theses

5657. Loring, Janet, an Amphi-theatre Production of *As You Like It*, at the Barstow School for Girls.
5658. Marts, Leroy J., *Girandous and the Inspector*.
5659. Withers, Emily Louise, *The Apostle Play: Introductory Analysis and Production Book*.

KANSAS STATE COLLEGE

1952

M.S. Theses

5660. Butcher, Frederic Dunaway Jr., A Study of Employment in Kansas Radio Stations.
5661. Green, Virginia Lee, *Television: Servant or Master of the Family*.

KANSAS STATE TEACHERS COLLEGE

M.S. Theses

5662. Hess, Don, A Production of *An Inspector Calls*.
5663. Ward, John W. Jr., A Production Thesis of *The Emperor's New Clothes*.

KENT STATE UNIVERSITY

1952

M.A. Theses

5664. DeSenna, Melba Jean, Educational Broad-

casting by Commercial Stations in the City of Cleveland, 1951.

5665. Giese, Phyllis Phillips, A Study of the Preparation Involved in the Selection and Preparation of Materials (Poems, Stories, and Plays) for Public Presentation with Consideration to Needs of Specific Types of Audiences.
5666. Richard, Isabel, *Handbook for Speech and Hearing Therapists*.
5667. Smith, Samuel P., *Play Techniques and Speech Correction*.

LOUISIANA STATE UNIVERSITY

1952

M.A. Theses

5668. Edwards, Sadie Faye, Judith Anderson as Seen Through the Writings of Six Drama Critics.
5669. Few, Dorothy May, The Success and Failure of Robert Browning's *Stafford*: A Critical Analysis.
5670. Fleming, Dorothy, A Phonetic Study of the Speech of an English-Speaking Tagalog.
5671. Hart, Robert Leonard Jr., Public Reading in New York City From 1851 to 1861.
5672. Kyzer, Willye Maye, A Descriptive Study of the Speech of the Kosati Indians of Louisiana.
5673. Lewis, Frank, T. Jr., The Political Use of Radio in Louisiana Gubernatorial Campaign of 1947-1948.
5674. North, Ross Stafford, *The Evangelism of Walter Scott*.
5675. Ross, Frances Gill, *The Contemporary Little Theatres of Southwest Louisiana: Crowley, Opelousas, Lafayette, New Iberia, Jennings and Eunice*.
5676. Shestack, Marciarose, An Analysis of the Lawyer as Revealed in Selected Plays of the American Drama of the Twentieth Century.
5677. Stevens, C. J. *The Teaching of English in Puerto Rico*.
5678. Teague, Oran Aubrey, *The Professional Theatre in Rural Louisiana*.
5679. Vanderpool, William Sherman Jr., The Development of the Concept of the Proposition in Textbooks on Argumentation and Debate.
5680. Yeomans, Gordon Allan, *The Contributions of William Henry Crisp to the Southern Ante-Bellum Theatre*.

Ph.D. Theses

5681. Gehring, Mary Louise, A Rhetorical Study

of the Lectures and Sermons of Russell H. Conwell.

5682. Laguaite, Jeannette Katherine, Rules for Pronunciation of English Orthographic Symbols with Practice Material.
5683. Orr, Lynn Earl, Dion Boucicault and the Nineteenth Century Theatres: A Biography.
5684. Stolp, Dorothy Eldeen, Mrs. John Drew, American Actress-Manager, 1820-1897.

UNIVERSITY OF MAINE
1952

M.A. Thesis

5685. Rowe, Elizabeth, A History of Speech Education at the University of Maine—1868 to 1940.

MARQUETTE UNIVERSITY
1952

M.A. Theses

5686. Ledwedge, Elizabeth Ann, Harlequin's Buffoonery, A Therapy for the Speech Handicapped.
5687. Rakowska, Sister Mary Claver, The Types, Incidence and Significance of Speech Defectives in the Detroit Parochial Schools.

UNIVERSITY OF MARYLAND
1952

M.A. Theses

5688. Brandt, Ann M., The Comparative Reliability of CID Disc Recorded and Monitored Live Voice Auditory Test W-22.
5689. Miller, Jeralee J., An Analytical Evaluation of Speech Discrimination Scores Prior to and Following an Auditory Training Program.
5690. Muth, Edward B., An Attempt to Standardize the Doerfler-Stewart Test for Malingering and Psychogenic Deafness.
5691. Smith, Bettye W., Establishment of Normal Thresholds for Filtered Clicks.

MIAMI UNIVERSITY
1952

M.A. Thesis

5692. Green, Normand Worcester, The Evolution of the Methods of Shifting Stage Scenery as Practiced in European and American Theatres.

UNIVERSITY OF MICHIGAN
1952

M.A. Theses

5693. Baker, John Howard, Problems Involved in the Establishment and Programming

of Ten Watt FM Stations in Public Schools.

5694. Begole, Marilyn Joyce, Agnes DeMille; her Contributions as a Choreographer to American Theatre.
5695. Brady, William E., The Interpretation of Anton Chekhov's *The Sea Gull*: A Critical Analysis of Productions from 1896 to 1938.
5696. Challis, Stanley Harry, Twenty Accents and Dialects for Radio and Television.
5697. Clancy, Peter Liguori, An Operational History of The Paul Bunyan, A Five Station Regional Network.
5698. DeSpain, Jane, A Production Prompt Book of *Charley's Aunt* by Brandon Thomas.
5699. Essex, Henry Leroy, A Study of the Speech Program at Grambling College with Recommendations for its Improvement.
5700. Fillmore, Sherman M., an Adaptation for Radio of Four Poems by Carl Sandburg.
5701. Fuller, Howard, A Study of the Variation of Diadochokinetic Movement of the Lips, Tongue, and Palate of Eleven-Year-Old Children.
5702. Goldstein, Sedell, An Exploratory Investigation of Mosaic Patterns Made by Dysphasic Clients.
5703. Hale, Joyce Marie, An Adaptation for Radio of Four Representative Epic Poems for use in Secondary English Classes.
5704. Hensen, Rosella, Ralph Bunche, As a Mediator in the Palestine Area.
5705. Hietzner, Richard S., A Critical Analysis of William Franklin Graham as a Speaker.
5706. Irving, George Ward, The Army Soldier Show Unit: A Critical Evaluation of Its Organization and Function at Fort Leonard Wood, 1951.
5707. Johnson, Lawrence Lynn, An Investigation of the Objectives of Dramatics Training on a Secondary School Level.
5708. Lewis, Ralph Loren, Style and Appeals in the Book of Hosea.
5709. Lezak, Raymond, Increases of Hearing Acuity in School Children.
5710. Martin, Boyd Nelson, The History of Men's Debating at Muskingum College.
5711. Moekle, Harman L., The Development and Use of Sound Effects in Network Radio, 1926-1936.
5712. Pietz, Margaret Elaine, The Application of Three Methods for the Improvement of Articulation of Dysphasics.

5713. Postma, Andrew Donald, An Adaptation for Television of *David Copperfield*.
5714. Roper, Marie Leonora, Children's Theatre in the Rhett Elementary School, Charleston, S. C.
5715. Rovner, Herbert Alan, An Experimental Study in the Use of Role-Playing in Speech Therapy.
5716. Rupp, Ralph Russell, An Evaluation of the Awareness of Visual Relationships in the Dysphasic Individual.
5717. Sargent, John, The Three Greatest Portrayals of *King Lear* Within the Last 300 Years.
5718. Schultz, Martin, An Investigation of Listener Ability to Identify Isolated Vowels Phonated by Familiar and Unfamiliar Speakers.
5719. Smith, Rose Marie, Plans for Organizing and Managing a Children's Theatre in Oklahoma City, Oklahoma.
5720. Stephenson, Clarence Earl, Sir William S. Gilbert's Principles and Methods of Stage Direction.
5721. Taira, Kiyoko, The Relationship Between Delayed Speech Development and Prematurity and Its Effect on the Age of Sitting and Walking.
5722. Taylor, William, A Comparison of Five of Moliere's Plays for Traces of the *Commedia Dell' Arte*.
5723. Theriault, Douglas Joseph, The Effect of Somnopedias in Aiding Recall with Subjects Having an Expressive Type of Dysphasic Loss.
5724. Walle, Eugene Ludwig, An Analysis of Forty-Three Verbatim Speech Reports on Twenty Aphasic Persons.
5725. Whited, Harold Vaughn, A Survey of the Speech Training of Accredited Theological Seminaries in the United States.
5726. Winegard, Velma Carpenter, The Relationship of Functional Articulatory Defects in Speech and Silent Reading Achievement.
5727. Yantis, Phillip Alexander, An Historical Survey of the Theories and Therapies for Stuttering in America.
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5728. Battin, Tom C., The Use of Diary and Survey Method Involving the Questionnaire-Interview Technique to Determine the Impact of Television on School Children in Regard to Viewing Habits and Formal and Informal Education.
5729. Boland, John Louis Jr., A Comparison of Stutterers and Non-Stutterers on Several Measures of Anxiety.
5730. Garwood, Victor P., An Experimental Study of Certain Relationships Between Intelligibility Scores and Clinical Data of Persons with Defective Articulation.
5731. Goodman, Allan C., Imitation of Intonation Patterns.
5732. Grosser, Lawrence W., A Measure of Saliency and Content of Opinion Toward Public Speaking.
5733. Herman, George, Variability of the Absolute Auditory Threshold: A Psychological Study.
5734. Loughery, Reverend James, The Rhetorical Theory of John Cardinal Newman.
5735. Miller, Newton Edd Jr., The Effect of Group Size on Decision-Making Discussions.
5736. Pitts, Willis N. Jr., A Critical Study of Booker T. Washington As a Speech-Maker With an Analysis of Seven Selected Speeches.
5737. Wilson, Maryland W., Broadcasting by the Newspaper-Owned Stations in Detroit, 1920-1927.
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- M.A. Theses*
5738. Barrett, Dorothy, A Critical Study of Bronson Howard, the Playwright.
5739. Brown, Edward Devereaux, A History of Theatrical Activities at the Mobile Theatre, Mobile, Alabama from 1860-1875.
5740. Fox, Jack Jacob, An Analysis of the Methods Used in the Production of Three Informational Films for Television.
5741. Frank, William Wiley, An Inquiry Into Narco-Synthesis Therapy as a Possible Diagnostic Technique in Cases of Stuttering.
5742. Hughes, Thomas, A Study of the Forensic Activities at Michigan State College from 1857-1937.
5743. Liu, Herbert, An Analysis of the Speeches of Wallace R. Farrington, Governor of Hawaii, 1921-1929.
5744. Simpson, William Daniel, The Creation of the Role of Christy in John M. Synge's *The Playboy of the Western World*, and an Analysis of the Acting Problems Involved.
5745. Tomlinson, William Henry, An Analysis of Techniques Used in Directing Emlyn Williams' *The Corn is Green* for the Arena Theatre and for Television.

5746. Vogel, George Fred, A Study of the Plays of Sean O'Casey.
5747. Wilson, Mary Jane McClintock, A Comparative Study of the Defective Speech of Children Found in the Rural Area of Van Buren County and the Urban Area of the City of Muskegon.

Ed.D. Theses

5748. Compere, Moiree Scott, A Study in the Teaching of Poetry.
5749. David, Hugo, Some Implications of Experimentalism for Teaching Public Speaking.
5750. Irvin, Charles, An Analysis of Certain Aspects of a Listening Training Program Among College Freshmen at Michigan State College.
5751. Starring, Robert, A Study of Ratings of Comprehensive Examination Themes When Certain Elements are Weakened.

UNIVERSITY OF MINNESOTA

1952

M.A. Thesis

5752. Bache-Wiig, Barbara, A Comparison of the Evaluations of Reading Defects and Speech Defects.

Ph.D. Theses

5753. Goodman, Henry, The Plays of William Butler Yeats as Myth and Ritual.
5754. Paulson, Stanley F., Experimental Study of Spoken Communications: The Effects of Prestige of the Speaker and Acknowledgment of Opposing Arguments on Audience Retention and Shift of Opinion.

UNIVERSITY OF MISSISSIPPI

1952

M.A. Thesis

5755. Cason, Barbara Jean, A Production Study of Bernard Shaw's *Candida*.

UNIVERSITY OF MISSOURI

1952

Ph.D. Thesis

5756. Perkins, William Hughes, Stuttering as Approach-Avoidance Behavior: A Preliminary Investigation.

UNIVERSITY OF NEBRASKA

1952

M.A. Theses

5757. Crabill, Mary Alice, A Study of the Contribution Characteristics of College Students in Intercollegiate Discussion.

5758. Ewing, Harriet (Mrs.), Original Radio Scripts Based on Folklore Material with a Study of Their Writing, Production, and Effectiveness.

5759. Hughes, Elsie, A History and Evaluation of the University of Nebraska Speech Clinic.

5760. Lee, Robert, A History of Radio Broadcasting at the University of Nebraska.

5761. Stiver, Harry E., A History of the Theatre of the University of Nebraska, 1900-1950.

5762. Taylor, Iona (Mrs.), The Incidence of Speech Defects in a Bilingual Situation.

5763. Wenstrand, John, A Study of the Teaching of Acting Fundamentals in Arena and Proscenium Staging.

NEW MEXICO, UNIVERSITY OF

1952

M.A. Theses

5764. Long, Charles, A Speech Survey Method for the Sixth Grade.
5765. Weiss, Arthur, A Study of the Cleft Palate Problem with Suggestions for an Improved Rehabilitation Program for the Cleft Palate Child in the State of New Mexico.

NEW YORK UNIVERSITY

1952

Ph.D. Theses

5766. Davidson, Frank Costellow, The Rise, Development, Decline and Influence of the American Minstrel Show.
5767. Elfenbein, Josei Aaron, American Drama 1782-1812 as an Index to Socio-Political Thought.

Ed.D. Thesis

5768. Scanlon, Paul F., The Place of Andre Birabeau in the Modern French Theatre.

UNIVERSITY OF NORTH CAROLINA

1952

M.A. Theses

5769. Adams, Andres Morris, *The Brave Die Young* (A play).
5770. Bowser, William Patton, *The Lady in the Tower* (A play).
5771. Cartledge, Louisa B., A Director's Script for Pirandello's *Henry IV*.
5772. Cartwright, Norma Margaret, *The Glass Men* (A play).
5773. Estrada, Gonzalo, *The Pink Circus* (A play).

5774. Graves, Lawrence Eugene, *Liberty Flats* (A play).
 5775. Henderson, Nancy Wallace, *'Lo the Angel* (A play).
 5776. Herr, James Hunter, *Death Set to Music* (A play).
 5777. McDonald, Catherine Elizabeth, *Spring For Sure* (A play).
 5778. Neill, Elizabeth Lindsay, *Ballad for Leaving* (A play).
 5779. Oettinger, Elmer Rosenthal Jr., *Picture Window* (A play).
 5780. Porter, Jack Jr., *Hospitality* (A play).
 5781. Rayborn, Claude Harvey, *Shaw on War*.
 5782. Strait, Bruce, *Dramatic Censorship in the United States, 1900 to 1950*.
 5783. Williams, Anne St. Clair, *Theatre Promotion in North Carolina*.

NORTHWESTERN UNIVERSITY

1952

M.A. Theses

5784. Jerger, James Francis, *A Difference Limen Recruitment Test and its Diagnostic Significance*.
 5785. Rytznier, Curt P., *Acuity for Speech at Successive Stages of Fenestration Operation*.

Ph.D. Theses

5786. Bryson, Kenneth, *An Experimental Study of the Effectiveness of the "Denotative" Speech in Persuasion*.
 5787. Burns, Kenneth, *A Survey of the Contemporary Outlook Relative to the Basic Aspects of Oral Interpretation, as it is Evidenced in Selected Writings in the Field, 1915-1950*.
 5788. Cogger, Leslie Irene, *A Comparison for the Oral Interpreter of the Teaching Methods of Curry and Stanislavsky*.
 5789. Croft, Albert Jefferson, *The Speaking Career of Henry George: A Study in Ideas and Persuasion*.
 5790. Edyvean, Alfred Rowe, *A Critical Appraisal of American Dramas (1935-1949) in the Light of the Christian View of Man*.
 5791. Gardner, Wofford Gordon, *The Relative Significance of the Length and Frequency of College Classroom Speeches in Developing Skill in Public Speaking*.
 5792. Halfond, Murray Michael, *An Audiologic and Otorhinolatic Study of Cleft Lip and Cleft Palate Cases*.
 5793. Hendricks, Walter Everett, *An Historical Analysis of Programs, Materials and*

Methods Used in Broadcasting Music Education Programs.

5794. Hinds, George L., *The Speeches and Speaking of Joseph Lincoln Steffens*.
 5795. Jones, Horace Rodman, *The Development and Present Status of Beginning Speech Courses in the Colleges and Universities in the United States*.
 5796. Jordon, Harold M., *Rhetorical Education in American Colleges and Universities 1850-1915*.
 5797. Kuykendall, Radford Benson, *The Reading and Speaking of Vachel Lindsay*.
 5798. Laird, Dugan, *American and English Theories in the Natural Tradition of Oral Reading, 1880-1915*.
 5799. Mead, Robert Smith, *A Study of Factors Influencing the Development of Acting Technique in England, 1576-1642, with Applications to the Problems of Educational Theatre*.
 5800. Roach, Robert Ernest, *A Study of the Reliability and Validity of Bone Conduction Audiometry*.
 5801. Sleeth, Ronald Eugene, *The Preaching Theories of Charles E. Jefferson*.
 5802. Solem, Delmar Everett, *Indoor Game Scenes in the Elizabethan Drama and the Problem of Their Staging*.
 5803. Thomas, Gordon L., *A Study of the Effect of Certain Elements of Oral Style on the Intelligibility of Informative Speeches*.
 5804. Vardaman, George T., *An Analysis of Some Factors Relating to the Dialectic of Plato, Aristotle, and Cicero*.
 5805. Wood, Nancy E., *A Study of the Speech and Language Development of Right Spastic Hemiplegics as Compared with Left Spastic Hemiplegics with Reference to Motor, Intellectual, and Visual Perceptual Functions*.

THE OHIO STATE UNIVERSITY

1952

M.A. Theses

5806. Bernardez, Constantino E., *A Critical Study of the Problems of DYSR-DYH4. A Religious Educational Radio Station in the Philippines*.
 5807. Bowers, James Allen, *A Study in Design, Scenery, and Lighting for a Production of Billy Budd*.
 5808. Elleman, Joseph Edwin, *An Analysis and Production Book of King John by William Shakespeare*.
 5809. Foladare, Ethel Anna, *An Experimental Study of a Recorded Multiple Choice*

- Test of Word Reception with University Freshmen and Public School Children as Subjects with Normal and Defective Hearing.
5810. Gobrecht, Eleanor A., Expressionistic Drama in Production: A Report on The Ohio State University Theatre Production of Kaufman and Connelly's *Beggar on Horseback*.
5811. Gobrecht, Esther F., A Descriptive Study of the Potential Uses of Poetry in Television Programming.
5812. Greenberg, Kenneth Ray, A Study of the Relationship Between Articulatory Disorders and Personality in the Intermediate Grades.
5813. Gustafson, James Allen, A Survey of the Television Program Preferences of Elementary and Secondary Pupils in Columbus, Ohio, and Surrounding Suburban Areas.
5814. Hauptman, Laurel, A Study of the Effects of Listener Adaptation on the Change in the Intelligibility of International Students Speaking English.
5815. Humbertson, Robert Donald, A Rhetorical Study of James K. Polk.
5816. Hunter, Jack Worth, An Analysis and Production Book of *She Stoops to Conquer* by Oliver Goldsmith.
5817. King, Lois Marilyn, A Criticism of the Stassen-Dewey Debate on Communism on May 17, 1948 at Portland, Oregon.
5818. Lintner, Margaret Myfanwy, An Analysis and Production Book of *The Petrified Forest* by Robert Sherwood.
5819. McConkey, Donald LeMoyne, Modern Concepts of *Pathos* as Found in Selected Public Speaking Textbooks.
5820. McCroskey, Robert Lee, An Objective Evaluation of an In-Service Training Program for the Correction of Functional Articulatory Disorders by Teachers of the First Grade.
5821. Macomber, Philip Alan, A Study in Design, Scenery, and Lighting for a Production of William Shakespeare's *King John*.
5822. Mills, John Stephen, The Attitudes of Columbus Housewives Toward News and Public Affairs Programs on Television.
5823. Miner, Helen Roena, A Study of the Information Content of Groups of Words.
5824. Naylor, Rex Vaughn, A Comparative Study of Methods of Estimating the Severity of Stuttering.
5825. Rainey, Margaret Isabel, A Study of Diadochokinesis Among Children in Re-

lation to the Utterance of Series of Specific Syllables.

5826. Thayer, John Richardson, The Attitudes of Columbus Housewives Toward Television Advertising.
5827. Warye, Richard Jonathan, A Study of the Technical Problems Involved in a Production of *Beggar on Horseback* by The Ohio State University Theatre.

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5828. Anderson, Thomas Brown, An Evaluation of Two Pulse Type Tests of Hearing.
5829. Beighley, Kenneth Clare, An Experimental Study of the Effect of Four Speech Variables on Listener Comprehension.
5830. Griffith, Rita Scott, The Relationship Between Phonetic Patterns of Individuals with Superior, Average, and Poor Articulation and Their Preferences Among Controlled Speech-Sound Stimuli.
5813. Mall, Richard Merrill, Some Aspects of Political Broadcast Policies of Radio and Television Stations in the United States.

OHIO UNIVERSITY

1952

M.A. Theses

5832. Thomas, Donald B., A Study of the Use of the Massachusetts Group Hearing Tests at Ohio University.
5833. Ulner, Marvin W., The Persuasive Techniques of Alben W. Barkley.

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5834. Dalva, Harry O., A Study of Karamu, a Predominately Negro Interracial Community Theatre.
5835. Heckert, Floyd, A Proposed Plan of Minimum Equipment Needed for the All-purpose High School Stage.
5836. Jones, Thomas, A Design Thesis of Sir Arthur Wing Pinero's *Trelawney of the Wells*.

UNIVERSITY OF OKLAHOMA

1952

M.A. Theses

5837. Beaver, Doris, The Oral Interpretation of Coleridge's *Christabel*.
5838. Deming, Burton, A Study of the Emotional Adjustment of Functional Articulation Cases as Indicated by the Bender-Gestalt Test.
5839. Roach, Hope, An Experimental Study of the Differential Effects of the Group-Centered and Leader-Centered Leader Roles on Discussion Groups: Discussion Process and Productivity.

5840. Windham, Laurabeth, Oral Developmental Factors and Functional Articulation Defects.

5841. Wischmeier, Richard, An Experimental Study of the Differential Effects of the Group-Centered and Leader-Centered Leader Roles on Discussion Groups: Group Member Feelings and Attitudes.

M.F.A. Theses

5842. Neavill, John T., A Production Book for *The Great God Brown*.

5843. Pickett, Cecil J., A Production Book for Shakespeare's *Macbeth*.

UNIVERSITY OF OREGON

1952

M.A. Thesis

5844. Engdahl, Mildred Butler, An Analysis of the Problems Related to the Production of *Cyrano de Bergerac*.

M.S. Thesis

5845. Ward, David B., A Survey of Educational Television West of the Mississippi River.

COLLEGE OF THE PACIFIC

1952

M.A. Theses

5846. Barrett, George H., A Content-Procedure Outline for the Beginning Speech Course of Lodi Union High School.

5847. Coffey, Dayton Thomas, The Interior Plan of a Workable Little Theatre for Napa College.

5848. Elam, Paul, An Investigation to Determine the Extent to which Speech Influences the Selection of Employees.

PENNSYLVANIA STATE COLLEGE

1952

M.A. Theses

5849. Andersen, Richard, Production Record of Henrik Ibsen's *Rosmersholm*.

5850. Hodgson, Mary Alice, A Comparative Study of Stage and Television Acting Techniques.

5851. Hunter, Miriam Leshner, Production Record of Eugene O'Neill's *Beyond the Horizon*.

5852. Lefkowitz, Edwin, A Method for the Analysis of Theory and Practice Concerning the Programming of a Local Radio Station.

5853. Menerth, Edward Franklin, Production Record of George Bernard Shaw's *Candida*.

5854. Wagner, Carl, Production Record of J. Hartley Manner's *Peg O' My Heart*.

M.S. Theses

5855. Drexler, Allan B., An Evaluation of the Hearing, Testing, and Hearing Conservation Programs for the New Incoming Students of The Pennsylvania State College With Suggestions for Possible Revision.

5856. Hattum, Rolland Van, A Study of Air Use by Cleft Palate and Normal Speaking Subjects.

Ph.D. Thesis

5857. O'Brien, Harold J., Comprehensive Study of The Oratory of David Wilmore.

UNIVERSITY OF PITTSBURGH

1952

M.A. Theses

5858. Myers, Albert R., A History of The Meininger.

5859. Reskovic, M. Helen, The Dramas of Euripides in Relationship to the Socio-economic and Political Concepts of Athens in the 5th Century, B. C.

M.S. Theses

5860. Bier, Ruth, A Survey of Age-Grade Placement of Speech Defective Pupils in the Elementary Public Schools of Pittsburgh, Pennsylvania.

5861. Bruckenstein, Pauline J., Reliabilities of Different Psycho-physical Methods of Obtaining Pure-tone Thresholds of Hearing.

5862. Comuntzis, Alski, A Descriptive Study of the Summer Camp Program for Pre-School Hearing Handicapped Children and Their Parents.

5863. Corbett, Marion, A Reader Devised for the Use of Aphasics.

5864. Dietze, Hildegard, A Study of the Understandability of Defective Speech in Relation to Errors of Articulation.

5865. Gray, Anne Shinn, The Effect of a Distraction Technique upon the Speech of Cerebral Palsied Children.

5866. Joseph, Maurice, A Comparison of Pure Tone Thresholds of Hearing Measured by Three Psycho-physical Tests.

5867. Kevilus, Ann, The Coordination of Occupational Therapy with Speech Therapy in the Treatment of Cerebral Palsied Children.

5868. McClure, Catherine T., An Investigation of the Galvanic Skin Response to a Pure

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5869. Meixner, Mildred, Coordinating Speech Therapy and Special Education for Cerebral Palsied Children.

5870. Stewart, Kenneth C., An Investigation of the Adult Galvanic Skin Response to a Pure Tone Auditory Stimulus.

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5871. Goetzinger, Charles S., An Analysis of the "Validity" of Reasoning and Evidence in Four Major Foreign Policy Speeches.

5872. Leith, William R., Comparison of Judged Speech Characteristics of Athetoids and Spastics.

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5873. Brown, Shirley K., Recent Trends in Cleft Lip and Cleft Palate Surgery.

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5874. Lutz, Kenneth R., A Statistical Study of the Duration of the Pregnancies that Result in the Birth of Children with Cleft Palate.

5875. Norman, Richard, A Survey of the Characteristics of a Sample of "Functional" Speech Disorders in Patton State Hospital (Mental).

5876. Saxon, James, Comparative Study of Training and Personal Characteristics of Fluent and Stuttering Children.

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5877. Callahan, Wamer, A Production Script of *The Hasty Heart* by John Patrick.

5878. Chronowit, Geraldine S., A Production Script of *A Phoenix Too Frequent* by Christopher Fry and *This Property is Condemned* by Tennessee Williams.

5879. Enderly, James Depuy, A Production Script of *Time is a Dream* by Henri-Rene Lenormand Translated by James D. Enderly.

5880. O'Donnol, Shirley Miles, A Production Script of *Sakuntala* by Kalidasa, Staged with Marionettes and Shadow Figures.

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5881. Haugum, Mary Lee, A Production Edition of Strindberg's *Miss Julia*.

SMITH COLLEGE

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5882. Anderson, Marilyn C., Procedure in the Designing of Settings and Costumes for Gertrude Stein's *Yes Is For a Very Young Man*.

SOUTH DAKOTA UNIVERSITY

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5883. Adkins, Ruth M., The Effectiveness of Selected Speeches of Margaret Chase Smith.

5884. Laine, Joseph Brannon, Public Joint Debates Under the Richards Primary Law.

5885. Schenk, Ambrose P., A History of Speech Education at Yankton College, 1881-1952.

5886. Stoughton, George L. O., Director's Manual and Prompt Book for *The Heirloom* by Ruth and Augustus Goetz.

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5887. Allred, J. D., Problems in the Production of an Agricultural Attitude Formation Film.

5888. Bagdonas, Joseph Michael, A Comparative Analysis of Television Programming of Station KTLA April 1950-February 1951.

5889. Banks, Howard Milton, An Analytical Study of *Hamlet* Based Upon a Projected Production Plan of the Play.

5890. Barkley, Mary Martha, A Survey of the Organizational Procedures as Practiced by a Selected Group of Children's Theatres in the Los Angeles Area.

5891. Carlson, Glenn Chester, A Manual for the Operation of a National Broadcasting Company Owned and Operated Television Station.

5892. Chaudhuri, Arun Kumar, A Study of the Negro Problem in Motion Pictures.

5893. Christophersen, Sverre Haakon, A Study of Current Methods and Techniques Used in the Creation of Matte Shots for Films.

5894. Floyd, Harold Wayne, A Comparative Study of Seneca's and Robinson Jeffers'

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5895. Frazer, Richard Bruce, An Historical Study of the French Medieval Farce, *Master Pierre Patelin*, together with a Projected Production Plan.
5896. Frost, Floyd Arthur, An Experimental Comparison of Various Methods of 16-Mm Motion Picture Splicing with that of an Original Splicing Technique.
5897. Gilbert, Saul, Choreography for Cinema-Dance.
5898. Hertel, Herbert R., An Analysis of the Plays of Clifford Odets in Terms of the Social Ideas Expressed.
5899. Hinshaw, George Asher, A Critical Analysis of the Handling of the Amphistryon Myth in Plays by Plautus, Moliere and Girardoux.
5900. Holmes, Shirley Cathryn, A Comparative Study of the Effective Use of Straight Radio Drama vs. Fantasy Radio Drama in the Historical Situation.
5901. Kritzer, Richard, An Analysis of Technique of Production Design in Cinema as Employed by William Cameron Menzies.
5902. Lawrence, C. Richmond, The Making of a Documentary Film for Inter-Group Understanding.
5903. Ristow, William Louis, *Coals of Fire*, A Play in Three Acts.
5904. Slocum, Bettie Sacre, A Comparative Analysis of Television Programming of Station KFI TV April 1950 and 1951.
5905. Spiller, Gino, Modern Techniques of Color Film Processing.
5906. Stephens, William Emmett, A Survey of the Uses of Motion Pictures in Instrument Flight.
5907. Van Oss, Willis Burton, High Speed Photography: Its Problems and Limitations.
5908. Wade, Margaret Helen, A Descriptive Study of the Jobs Held by Women in the Radio-Television Industry in Los Angeles.
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5910. Waverly, Lester Newton, A Comparative Analysis of Television Programming of Station KTTV April 1950 and February 1951.
5911. Wills, Beatrice Bahr, A Survey of Graduate Research in Debate.
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5913. Broadus, Robert Newton, An Analysis of Research Literature Used by American Writers in the Field of Speech.
5914. Gooder, Glenn Gordon, An Experimental Study of the Influence of Varying Lengths of Commercials and Varying Audience Sizes on Effectiveness of Television Commercials.
5915. Kessler, Sydney, An Experimental Comparison of Electroencephalographic Patterns of Normal and Passive-Dependent Individuals.
5916. Lyle, Harry Mason, An Experimental Study of Certain Aspects of the Electromagnetic Movement Meter as a Criterion to Audience Attention.
5917. Manning, John Arthur, A Descriptive Study of Some Interrelationships Between Speech, Laterality, and Other Aspects of Behavior in the Cerebral Palsied.
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5919. Ohanian, Edward, An Experimental Study of the Effect of Memorizing Upon the Alpha Rhythm.
5920. Shepherd, John Ralph, An Experimental Study of the Responses of Stage-Frightened Students to Certain Scoring Categories of the Group Rorschach Test.
5921. Thomas Carl A., The Restoration Theatre Audience—A Critical and Historical Evaluation of the London Playgoers of the Late Seventeenth Century, 1660-1700.
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5923. Wamboldt, Helen Jane, A Descriptive and Analytical Study of the Speaking Career of Anna Eleanor Roosevelt.

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5925. Schwinn, Doris, University Speakers' Bureau Organization: A Study of the Problem of Choice of Speaker and Adaptation of Speech to Audience in University Speakers' Bureau.

5926. Sloan, Thomas O., Academic Adjustment of College Forensic Students.

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5928. Matthews, Ralph E., A Preliminary Survey of the Speech Patterns of Elementary School Teachers in Fort Worth, Texas.
5929. Woodruff, Joe, History of Theatrical Activities of Southwestern State College, Weatherford, Oklahoma.

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5934. Hansen, Merrill Christian, Borah's Speeches in Defense of Mormon Rights.
5935. Hubbard, Ray Andrew, Lee Simonson's Unit Setting for *Marco Millions*, *Volpone*, and *Faust*, 1928.
5936. Lane, Addyse Mae, The Acting Career of Helena Modjeska in California, 1877-1909.
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5938. Wheeler, James Frederick, The Correlation of Experimental Research and Accepted Theory in Group Discussion.
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5943. McKenzie, Ruth Harsha, Organization, Production, and Management at the Chestnut Street Theatre, Philadelphia, from 1791 to 1820.

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5952. Kuhr, Manuel Irwin, The Invention of Eugene V. Debs in Three Speeches Delivered in 1918.

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5954. Burn, Ellen Cottrell, Female Types in Modern American Drama.

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 5963. Williams, Arthur Thomas, Production and Production Book of Philip Barry's *Hotel Universe*.

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 5969. Harvey, Jasper Elliott, An Evaluative Study of Classroom Lighting Conditions.
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 5994. McCoy, Malcolm Ballard, An Experimental Study of the Effectiveness and Efficiency of Two Different Methods of Audio-Metric Testing on Children in Third to Seventh Grades.
 5995. Weinberg, Carroll Arnold, A Study of Auditory Discrimination Ability of Hearing Defective Elementary School Children.

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5996. Mally, George William, The Dramatic Criticism of John Mason Brown.

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WEST TEXAS STATE COLLEGE

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 6026. Ponce, Robert, A Phonetic Analysis of the Speech of Seventy Spanish Speaking Children as Demonstrated Through Recorded Reading.

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